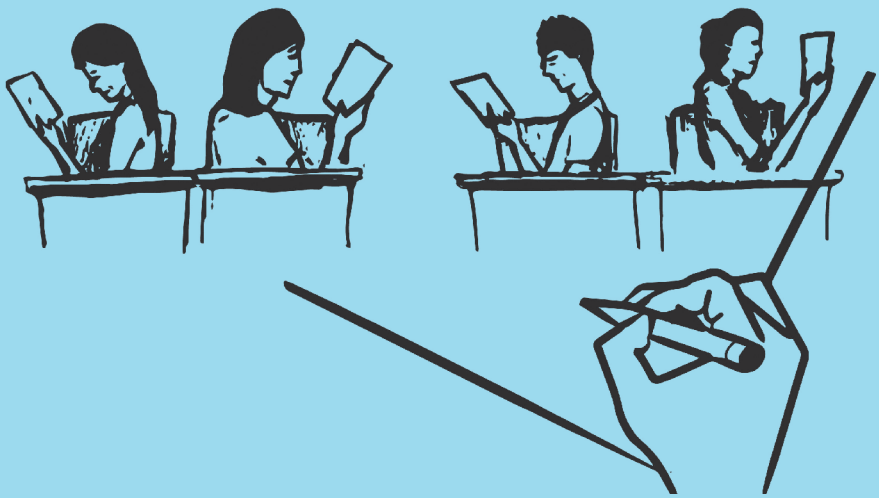
Teaching Skills

Trainee's Book

A short course for people who want to teach



Educasia
Education in Context

The Curriculum Project

ABOUT

US AND THIS BOOK

This book is published under Creative Commons license:
CC Atribution-NonCommercial-NoDerives-ShareAlike (CC BY-NC-ND-SA)

ShareAlike is only possible upon a written permission from Thabyay Education Foundation. For more information about our copyright policy and Creative Commons licenses, please visit **http://www.thabyay.org/creativecommon.html**

Published 2015

We value feedback. If you have any comments, corrections or suggestions for improvement, please contact us at **educasia@thabyay.org** and **info@curriculumproject.org**

For more information about our services and products, or to order our books, please contact us or visit our websites: **www.educasia.org** and **www.curriculumproject.org**

Design and layout: Katherine Gibney l www.accurateyak.carbonmade.com

Contents

Introduction

Course map

1. Teacher Roles & Responsibilities **1**
Strong and weak teachers
Knowledge; attitude and behaviour; skills
Role in guiding and managing learning
The teaching cycle and trainer's responsibilities

2. How we Learn **7**
Learning in the world and classroom
Approaches to learning
VAK learning styles
Active and passive students

3. Equality in the Classroom **15**
Students: difference and equality
Key ideas on equality in education
How to motivate all students
Plan and teach an activity to motivate and interest all students

4. Teaching for Learning **22**
What do we want students to learn?
Thinking skills – Bloom's educational objectives
Writing learning tasks
Questioning and questioning techniques

5. Planning **31**
Curriculum, course and lesson planning
Learning objectives
Teach a lesson

6. Assessment **42**
Types of assessment; methods of assessment
Assessment at the start of a course
Assessment for learning: Self-assessment; Peer assessment
Giving feedback: Marking and record-keeping
End of course assessment: Continuous assessment; exams

7. Resources **49**
Research and report on resources
Make the most of limited resources
Make the most of the coursebook
Make your own resource

8. Group Work **54**
Advantages and disadvantages of group work
Setting and managing group work tasks
Forming groups
Reporting back from group work
Design a group work activity

9. Classroom Management **60**
What is classroom management?
Classroom management techniques
Reward and punishment

End of Course Assessment Task **64**

Supplementary Activities **65**

Additional Readings & Research **67**

Methods File **73**

INTRODUCTION

Information for trainees

This book is a general introduction to teaching skills for those who are teaching and those who plan to be teachers. The taught skills are applicable to most subjects and most student age-groups.

The course combines basic teaching skills and learning theory with practical methods for creating effective lessons. There is also an emphasis on techniques that work in low-resource settings such as Myanmar. It provides a wide range of training activities including practice, observation and self-assessment. Additionally, it encourages reflection on best practices for applying modern principles and techniques to trainees' own contexts.

The Trainee's Book

The Trainee's Book has nine units on different aspects of teaching. Each unit contains most of these parts:

Reading passages and diagrams: These present new information or summarise information.
Learning activities: Learning activities help trainees reveal what they already know, link it to new learning, and understand, practice and apply their learning.
Reflect: In some units there are places where trainees think about what they are learning and how they are progressing. This is for personal reflection and self-assessment. Trainees could write answers to these questions to check their understanding.
Summary: Each unit has a summary of key learning points presented as a bullet-point list.
Practical tasks: Each unit has a practical task. Some of them are teacher observations: trainees observe an experienced teacher, focusing on aspects of the lesson related to the unit they are studying.
Assessment: Each unit has an assessment task. These tasks check understanding and application. They usually ask trainees to connect the ideas in the unit to their own experience. If you also use them as a method of continuous assessment, then they should be used in the two-point scale (pass or more work needed).

At the end of the Trainee's Book, there are three extra sections:

Additional Reading and Research: These are extension activities for stronger trainees. It is not necessary that all trainees do these. You can decide which ones to use, and which trainees might benefit from them.
Supplementary activities: This section has a small number of additional activities based on methods explained in the Methods File. They are suitable for trainees at all levels to practice specific teaching skills or apply their learning. The trainer decides when to use them during the course.
Methods File: This is a reference section describing some teaching methods. Most of these methods are used in the course. Refer to the ***Methods File*** for good practice guidelines.

UNIT	TOPIC AND LEARNING OUTCOMES	CONTENT	SKILLS DEVELOPMENT/ ACTIVITIES
1	**Teacher roles and responsibilities** Trainees will be able to… a. identify the qualities of a good teacher b. explain a typical teacher's roles and responsibilities c. plan the stages of the teaching cycle	Strong and weak teachers	Think about and analyse own experience; discussion
		Knowledge; attitude and behaviour; skills	Categorise qualities
		Role in guiding and managing learning	Input and comprehension
		The teaching cycle and trainer's responsibilities	Ordering Teach each other
		Reflection	Design self-evaluation form
2	**How we learn** Trainees will be able to… a. identify different kinds of learning b. explain different approaches to learning in the classroom c. identify different learning styles (VAK) and the implications for teaching	Learning in the world and classroom	Analyse own experience
		Approaches to learning	Categorise learning activities
		VAK learning styles	Reflection Teach each other; application to teaching and learning
		Active and passive students	Mime, roleplay Application
3	**Equality in the classroom** Trainees will be able to… a. explain some key concepts in equality, and how that might affect teaching and learning b. identify issues of equality and diversity, and ways to promote inclusion c. identify the main motivators for learning	Students: difference and equality	Reporting back
		Key ideas on equality in education	Match ideas to meanings and examples – word cards
		Inclusion case studies	Discussion and reporting back; roleplay
		How to motivate all students	Prioritising; poster
		How to interest all students	Design a checklist; discussion
		Plan and teach an activity to motivate and interest all students	Application
4	**Teaching for Learning** Trainees will be able to… a. explain some ways to develop thinking skills b. apply this to their teaching in their subject area c. write a learning objective	What do we want students to learn?	Reflection; ordering
		Thinking skills – Bloom's 'educational objectives'	Matching Review: self-assessment
		Write learning tasks	Application
		Develop learning activity	Brainstorm; application
		Questioning and questioning techniques	Writing questions; peer assessment Asking questions
5	**Planning** Trainees will be able to… a. write a course-plan b. plan a teaching and learning session which meets the needs of individual learners c. use appropriate resources d. use effective teaching and learning approaches to engage and motivate learners e. reflect and evaluate the effectiveness of their own teaching	Curriculum planning	Review curriculum context Analyse strengths and weaknesses
		Course planning	Design course outline Develop short course plan
		Learning objectives	Evaluate learning objectives; Apply to objectives Use differentiated objectives
		Lesson planning	Use input-process-output stages to plan lesson Brainstorm; develop checklist
		Practicum	Micro-teach: application Feedback and self-evaluation

UNIT	TOPIC AND LEARNING OUTCOMES	CONTENT	SKILLS DEVELOPMENT/ ACTIVITIES
6	**Progress, Feedback and Assessment** Trainees will be able to… a. identify different assessment methods b. explain assessment methods in different contexts, including initial assessment c. explain and demonstrate good practice in giving feedback d. explain the need for record keeping in relation to progress and assessment	Types of assessment; methods of assessment	Matching assessments to learning objectives
		Assessment at the start of a course	Reading; case study discussions
		Assessment for learning Self-assessment Peer assessment	Self-assessment Design assessment activity
		Giving feedback Marking and record-keeping	Apply principles of constructive feedback Evaluate marking systems Design record-keeping form
		End of course assessment Continuous assessment; exams	Develop end of course assessment policy
7	**Resources** Trainees will be able to… a. map available resources for their subject b. make creative use of limited resources in their subject area	Research and report on resources	Research: find out; analyse; evaluate; present findings
		Make the most of limited resources	Workstations Research
		Make the most of the textbook	Analyse textbooks Analyse case studies Design activities
		Make your own resource	Linking to learning objectives Making resources
8	**Group work** Trainees will be able to… a. explain the uses of group work b. apply this to their teaching in their subject area	Advantages and disadvantages of group work	Analyse and complete charts
		Forming groups	Ordering, categorising
		Setting and managing group work tasks	Analysing case studies
		Reporting back from group work	Reporting back
		Design a group work activity	Application
9	**Classroom Management** Trainees will be able to… a. Explain the principles of classroom management b. Use a range of strategies to manage the classroom	What is classroom management?	Review teaching skills as a management method
		Management techniques	Observe and make notes on classroom skills Make classroom rules
		Reward and punishment	Evaluate appropriateness and effectiveness of different techniques
all	**Practical assignments**	Each unit has a practical assignment to observe or assist a teacher in class, depending on the situation.	
all	**Extension activities**	Each section has additional reading, research or practice and there are more in the Supplementary Activities Section. These can be used in long courses, or by stronger students.	
all	**Assessment**	Each unit has an assessment task. This can be used as continuous assessment. The course also has an end of course assessment task.	
	Methods File	This is a reference section describing some teaching methods. Most of these methods are demonstrated in the course.	

Use this page for your notes.

UNIT 1

Teacher roles and responsibilities

BY THE END OF THIS UNIT TRAINEES CAN

Identify the qualities of a good teacher
Explain a teacher's typical roles and responsibilities
Plan the stages of the teaching cycle

A. Thinking about teaching

My worst teacher, my best teacher

1. Think about the worst teacher you have had. List all the reasons why he or she was a bad teacher.

2. Work in pairs. Make a list of the <u>weaknesses</u> of bad teachers.

3.Think about the best teacher you have had. List all the reasons why he or she was a good teacher.

4. Work in pairs. Make a list of the <u>strengths</u> of good teachers.

Discussion: What makes a good teacher?

5. As a class, discuss what makes a good teacher. Make a class list of these qualities.

B. Knowledge, attitudes, behaviour and skills

1. Check your understanding. Match these words with the correct definitions:

1.	knowledge (n)	a.	how someone acts
2.	attitude (n)	b.	information and understanding
3.	behaviour (n)	c.	ability to do something
4.	skill (n)	d.	how someone thinks and feels

2. In groups, look at the class list of qualities. Put each quality under one of these headings. A good teacher needs good knowledge, attitudes, behaviour and skills.

Knowledge	Attitudes and behaviour	Skills

The qualities of a good teacher

3. Read this summary of key qualities. Tick those that are on the class list you made earlier.

Knowledge

The teacher needs to know and understand:

- The subject to be taught
- How to plan teaching
- How to teach the subject

Attitudes and Behaviour

The teacher needs to have an attitude that is:

- Positive and interested: positive about teaching, about the subject, and about the students
- Fair: does not have favourites in the class and is interested in every student

A good attitude is shown by the teacher in the classroom when he or she:

- Praises good work and student effort
- Keeps calm and is patient and helpful
- Treats students equally – does not treat some students better than others

Skills

The teacher is able to:

- Plan: give a structure for learning
- Teach: make learning varied and interesting; make learning relevant; motivate students
- Manage learning: help students learn and assess student progress
- Manage the classroom: make sure all students are working well

Knowledge and Experience

+

Attitudes and Behaviour

=

Classroom Skills

The result of good teaching is good learning

4. Check your understanding. Match these words with the correct definitions:

1.	relevant (adj)	a.	reason to do something
2.	motivation (n)	b.	organising framework
3.	structure (n)	c.	meaningful because related to life

C. The role of the teacher

KEY WORDS

Achieve (v): succeed in
Facilitate (v): help, and make the task easier. A good facilitator (n) uses their skills to help students learn and achieve the task.
Guide (v): show people the way. A good guide (n) knows where to go, how to get there, and looks after the group with care and attention.
Learning objective (n): the end point of the learning; what the learning aims to achieve
Task (n): a job to do, or an activity with a purpose.

The teacher's role is to guide, facilitate and manage learning for each student equally

Read and reflect

1. Read the text and answer the questions:

1. What do teachers need to know and do to guide learning?
2. How can a teacher help students understand what they are learning?
3. Make a list of the different things the teacher has to plan.
4. What does the teacher have to do to manage the classroom?
5. Give two examples of how a good teacher is also a learner.

The role of the teacher is to guide, facilitate and manage learning for each student equally.

To guide learning, teachers need to know what they are going to teach and how they are going to teach it. They also need to monitor every student's progress, to make sure that students achieve their learning objectives.

A good teacher is able to facilitate individual and group learning. They are able to interest students and motivate them to take part actively in lessons. They help students understand what they are learning by providing structure and making learning relevant to the students.

To manage learning, the teacher has to plan. This means planning the whole course to give the overall direction. It also means planning what to cover week by week, to make sure that the students can finish the course in time. A teacher also needs to plan each lesson, so that every lesson helps students towards their learning objectives.

Managing learning also means that a teacher has to manage the classroom and make sure that all students are working well (i.e. not wasting time or stopping the other students from working).

Finally, good teachers are also learners. They think about their teaching, about what worked and what didn't work. They are not afraid to try new things. They learn from their mistakes. The teacher who continues to learn makes the work new and interesting both for themself and for the students.

To carry out this role well, and give all students high quality learning, a teacher needs the right knowledge, attitudes, behaviours and skills. They need to be able to use these qualities together to help students learn.

D. The responsibilities of the teacher

Teaching has different stages. A useful way of looking at these stages is to see them in a cycle. In a cycle, each stage leads on to the next, in a continuous way, and each cycle of learning builds on the one before. There are five key stages in the teaching cycle. The teacher has to work through this cycle in the right order, to give good quality teaching to their students. The cycle can apply to the lesson, the topic, or the whole course.

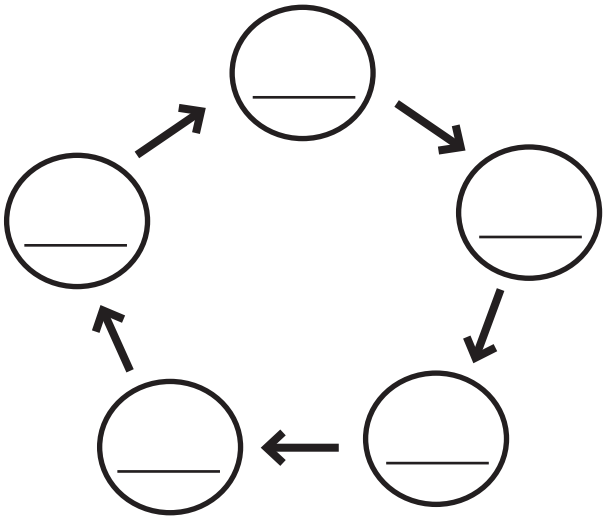
KEY WORDS

Cycle (n): a repeating circle of events
Stage (n): step or part of doing something

Teaching cycle

1. Here is a list of the stages of the teaching cycle. They are in the wrong order. Put them in the correct order in the diagram.

Plan
Assess
Teach
Evaluate
Identify needs



2. Read the case study below and answer the questions.
Do you agree with the teacher that this was a good lesson? Which of the five stages of the teaching cycle did he cover in the lesson?

CASE STUDY: MISSING PIECES

A teacher goes into the classroom.

Teacher: Right. Open your books at page 46.

Student: Sir, we did this last week.

Teacher: Did we? Ah yes, I remember. Ok then, page 52. Read the unit and answer the questions at the end.

The teacher sits at the front, marking the homework of another class. Halfway through the lesson, a student asks a question:

Student: Sir, we need to look at a map to answer question 5.

Teacher: Do you? Mmm. You'd better leave that question out and go on to the next one.

At the end of the lesson, the teacher leaves the room thinking, "That was a good lesson – the students were quiet and got on with their work".

E. The stages of the teaching cycle

3. In the Missing Pieces case study, none of the stages of the teaching cycle were present. Work in five groups. Each group discuss one stage of the teaching cycle.

- Read the reading passage about your group's stage
- Add your own knowledge
- Answer the two questions below:
- Why is this stage important? (For example, why is it important to evaluate teaching?)
- How can the teacher do this? (For example, how can a teacher evaluate their teaching?)
- Give examples of good or bad practices you have experienced
- Report back to the class

Identify needs

A teacher should find out the students' needs so that they can plan their teaching at the right level for their students. With a new group, you will need to determine what they already know, the abilities within the group, and how they learn best. You should also get to know the students well enough to know what difficulties they may have that could make a difference to their learning. Identifying needs will help you plan your teaching.

Plan learning

Teachers need to plan the learning they are going to facilitate. Planning provides a structure in which each piece of learning builds on earlier learning. As a guide, you need to know where you are going. This means you need to know what subject content and level you are going to teach at the level of your students. It also means that you need to know how to teach the subject. It is difficult to guide learners well if you do not have a plan.

You have to plan at several levels. You need to design an outline plan of the whole course. You also need to plan each lesson in the course. Sometimes your planning will include designing learning activities and summary handouts for your students. Planning student learning will help you deliver successful lessons.

Teach

A teacher needs to have clear learning objectives, at the right level for the students. Then they can choose learning activities which help students reach these objectives. The teacher needs to use a variety of teaching and learning activities in every class, to make learning interesting and motivate students. A variety of approaches is also needed to help students with different learning styles and skills.

In the classroom, the teacher also has a responsibility for the welfare of the students. This includes making the classroom safe and thinking about the students as individuals.

Assess learning

A teacher needs to know how well the students understand their learning. Students also need to know how they are doing, so that they can do the work needed to succeed. Regular assessment helps both the teacher and student. Assessment does not always mean tests and exams. Giving feedback to students is a kind of assessment. Assessment helps you evaluate the success of your teaching. As a teacher it is important to understand the difference between assessement and evaluation. Assessement concerns with people, so a teacher would assess his or her students. Evaluation concerns with determining the worth of something, so a teacher would evaluate the worth of his or her lesson.

Evaluate teaching

A teacher needs to know how successful their teaching is, and learn from the things that go well, as well as the things that don't go so well. You need to think about the lessons you give, and make a few notes about what worked and what didn't work. You need to look at student assessment results to see how they are progressing towards their learning objectives. You also need to get feedback from your students from time to time. Evaluation helps you identify student needs for the next cycle of learning.

Self-evaluation

4. What questions do we need to ask ourselves to evaluate our teaching? Design a checklist that a teacher could use to evaluate their teaching after any class. This checklist is a list of points that make a good class, e.g.

- Students were interested in the lesson
- There was a variety of different learning activities

F. Observation and Assessment

Practical task: Observation 1

1. Observe an experienced teacher in class. You should observe for about 45-60 minutes. While observing the class, make a note of anything the teacher did that you thought was good and made the lesson interesting. Answer the following questions:

1. What is the teacher doing well?
2. What is the teacher not doing well?
3. What things would I do differently, if I was the teacher?

2. Discuss your observation. Give examples.

Assessment task

UNIT 2

How we learn

BY THE END OF THIS UNIT TRAINEES CAN

Identify different kinds of learning, drawing on your own experience
Explain different approaches to learning in the classroom

A. Thinking about learning

Real life learning

1. We have all learned many things in our lives. How did you learn the following things? Think about:

- What did you do to learn?
- Who helped you, and how?

Make brief notes for yourself, and then discuss in pairs or small groups. Give examples from your own experience.

- The words to a song
- Riding a bicycle
- Water is wet
- Sharing food
- Not hitting people
- Giving an opinion

2. Discuss these as a class. Make a class list of some of the ways we learn.

3. In small groups, discuss the different ways people learn and then answer the following questions and give examples from your own experience:

- Which of these ways of learning happen in the typical classroom?
- Do some kinds of learning happen more than others in the classroom?

Learning in the classroom

4. Discuss these questions in pairs.

1. What do teachers mean by a good student? Does the teacher like students to be quiet and listen, or to ask questions? What does this tell us about how students are expected to learn?
2. What kinds of learning activities happen in class? Think about the last lesson you had, and what you did. What does this tell us about how students are expected to learn?
3. How much interaction is there between teacher and students? Interaction means two-way communication. What does this tell us about how students are expected to learn?

B. Approaches to learning

KEY WORDS

Active learning (n): students learn by being active – discovering and thinking about their learning
Passive learning (n): students learn by listening to the teacher and remembering information
Theory (n): explanation of a system of thought
Approach (n): way of thinking about something
Focus (n): central point
Method (n): way of working
Interaction (n): communication between two or more people

Three key approaches to learning

1. Read the text. Which approach best describes your classroom learning?

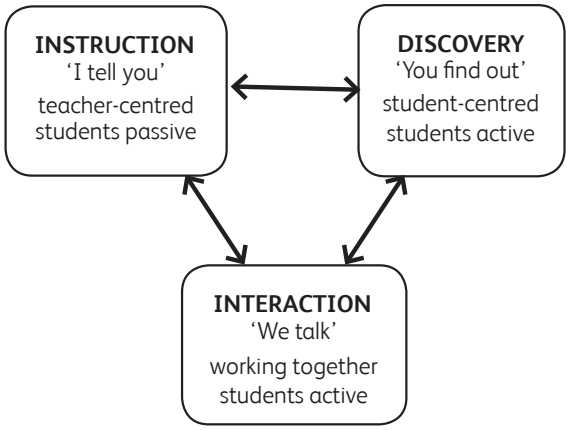
2. Check your understanding: Write down an example from your own experience of each of these ways of teaching and learning: Instruction, Discovery and Interaction.

Theories of learning have developed over the years, and these have made a big difference to learning in the classroom. **Three key approaches** to learning have been the most important over the past 40-50 years.

The earliest approaches focus on the teacher. The teacher gives students information. Students listen to the teacher, and learn what they are told. A lot of learning is based on memorising and repetition, and it can seem unconnected to real life. This is a teacher-centred approach so students are generally passive. It can be called the **instruction** method.

Later, teaching began to focus more on student thinking and understanding. Students explore the world around them, and develop their own understanding by thinking about what they are discovering and making connections. Students are active. This is the **discovery** method.

More recently, approaches focus on interaction between the students and the teacher. The teacher helps students develop their skills, knowledge and understanding by building on what they already know, and connecting learning to real life. Students work together, and are active. This method is about the teacher and students working together. It can be called the **interaction** method.



My classroom learning

3. Read the list of learning activities on the next page and think about your own learning experience as a student. Tick the Yes or No column depending on whether you have experienced the activity.

ACTIVITY	YES	NO
Dictation: writing what the teacher says		
Listening to the teacher		
Copying texts from the board		
Memorising facts		
Repeating		
Working through the textbook on your own		
Asking questions		
Discussing in pairs or groups		
Discussing as a class, guided by the teacher		
Trying things out		
Answering comprehension questions		
Answering open questions		
Marking by the teacher		
Feedback from the teacher		
Making things		
Finding things out (e.g. library or internet)		
Experiment		
Written exercises with right and wrong answers		
Writing in your own words (e.g. essays)		
Case studies		
Demonstration/observation (being shown)		
Projects		
Thinking about how you learn		

4. In groups, make a chart with the headings below. Put each activity from Exercise 3 in a column. Discuss your decisions as a class.

5. Go back to the scores on your own classroom experience as a school student. Which type of learning was the most used: instruction, discovery or interaction?

INSTRUCTION Teacher-centred activities	DISCOVERY Student-centred/active students	INTERACTION Student and group centred/ students active

Summary

All the approaches have their strengths. In today's classroom, an interactive approach that also uses a variety of teaching and learning techniques from all three approaches, will help to make learning interesting, motivating and relevant.

6. Practice interacive instruction: Read *Methods File A: Teacher explanation* and do *Supplementary Acivity A Teacher presentation*.

C. Learning styles: How do I learn best?

So far we have looked at the different ways we learn, and some different approaches to learning. This section is about different learning styles, and what that means for teachers and students.

1. Visual learners learn through visual information and remember how things look.

2. Auditory learners learn through listening and remember sounds and voices.

3. Kinaesthetic learners learn through doing things, remembering actions and movement.

Learning styles questionnaire

1. Below are 15 statements about ways of learning. Look at each of the statements and decide how much you agree with it. Score each statement from 1 to 5. If you strongly agree, score it 5. If you strongly disagree, score it 1. If you neither agree not disagree, score 3.

2. Add up your scores using the key.

	DISAGREE				AGREE
1. I listen to music while I work.	1	2	3	4	5
2. I learn best by watching someone else and practising.	1	2	3	4	5
3. To spell correctly I write it out first.	1	2	3	4	5
4. I remember how the pages of the textbook look.	1	2	3	4	5
5. I prefer the teacher to write comments on my work.	1	2	3	4	5
6. I learn best reading the textbook and handouts.	1	2	3	4	5
7. I often use my hands when I talk.	1	2	3	4	5
8. I can understand something more easily with a diagram.	1	2	3	4	5
9. I can remember the words to songs.	1	2	3	4	5
10. When I spell I see the word as I spell it.	1	2	3	4	5
11. I prefer the teacher to talk to me about my work.	1	2	3	4	5
12. I learn best by listening and asking questions.	1	2	3	4	5
13. I'd rather play sport than watch it.	1	2	3	4	5
14. I enjoy doing practical activities.	1	2	3	4	5
15. When I spell I say the words in my head.	1	2	3	4	5

VISUAL		KINAESTHETIC		AUDITORY	
Question 4	_____	Question 2	_____	Question 1	_____
Question 5	_____	Question 3	_____	Question 9	_____
Question 6	_____	Question 7	_____	Question 11	_____
Question 8	_____	Question 13	_____	Question 12	_____
Question 10	_____	Question 14	_____	Question 15	_____
Total	_____	Total	_____	Total	_____

What is your preferred style?

There are three different totals: one each for visual, auditory and kinaesthetic. The higher the score, the stronger your preference is for this way of learning. Most people use all three ways of learning to some degree. Many people have one or two learning styles that are stronger than the other(s).

3. The learning styles are linked to human senses. Match the word with the sense.

1.	visual	hearing
2.	auditory	touching
3.	kinaesthetic	seeing

4. Which learning style – visual, auditory or kinaesthetic – is most useful for:

- Reading fast?
- Typing fast?
- Remembering someone's name?
- Remembering a face but not the name?
- Remembering memory rhymes?
- Spelling English well?

Learning styles in action

5. Read the learning style descriptions and reflect.

VISUAL LEARNERS

Visual learners learn best through visual information, and remember how things look. Use:

- Diagrams, mind-maps, flow charts, tables
- Lists with bullet points
- Colour-coding or use of symbols to show links
- Demonstration and observation
- Watching presentations using diagrams, pictures, etc

AUDITORY LEARNERS

Auditory learners learn best through listening, and remember sounds and voices. Use:

- Discussion; asking and answering questions
- Giving yourself instructions; hearing the words you are reading, in your mind
- Memorising by repeating key points to yourself
- Teacher lecture or explanation with student asking questions
- Students explaining in their own words in response to people's questions

KINAESTHETIC LEARNERS

Kinaesthetic learners learn best through doing things, and remember actions and movement. Ideas need to be linked to the real world. Use:

- Exploring, experimenting and trying things out
- Spreading work and workbooks out round you; getting up and moving around
- Organising and categorising by moving things around (e.g. cue-cards)
- Real life, e.g. case studies, field studies
- Students explaining to others by showing them or using diagrams

In groups or pairs, complete these sentences.

1. Everyone learns differently. Therefore, each student should…
2. Because students have different learning styles, teachers should…

VAK – what it means for teaching and learning

- **Learners can use their strongest learning style to help them learn, e.g. when revising.**
- **Teachers should use all three styles in their teaching to help all their learners equally.**
- **Teachers can help learners develop their less favoured learning styles, so that learners can use a wider range of study techniques.**

CASE STUDY: VISUAL LEARNER

Hla Min's grades were usually C+. His VAK scores showed he was strongly visual. He decided to change his study techniques to visual methods for only one of his four subjects. He would therefore see if it made any difference. He was delighted to get his first A grade in the subject in which he used visual methods. This year he will use the new techniques for all of his subjects. His lecture notes look like an art folder.

6. In groups, make a list of classroom activities useful for each learning style. Each group chooses a different learning style. Design a poster using the information in this unit, and your own ideas.

7. Put your posters on the wall. Look at the other groups' posters. Add information and ideas to other groups' posters. Make notes of the best ideas.

D. Passive or active? Beliefs about learning

Active students take control of their learning. They want to understand and to find out more. They like to think and make sense of things. They ask questions.

Passive students feel that learning is outside their control. They feel it depends on how clever they are or how good the teacher is. They are often quiet in class.

1. Four corners of the classroom represent agree, strongly agree, disagree and strongly disagree.

- **The teacher will read a student statement. Decide whether you agree or not.**
- **Go to the part of the room that represents your opinion. Explain why you have this opinion.**
- **Decide as a group whether this student thinks learning is active or passive.**

How might student beliefs about learning affect their progress?

What kind of student are you?

E. Observation and reflection

Practical task: Observation 2

1. Observe an experienced teacher in class for 45 minutes to 1 hour.While observing the class, make a list of everything the teacher and students do:

TEACHER	STUDENTS
• Presented topic • Gave exercises from book • Gave an example of exercise	• Listened • Worked in small groups

2. After the class, decide which approach to teaching was used most – instruction, discovery or interaction? Did students seem passive or active? Think of some examples of what happened in the class to support your opinion.

Discuss your observations.

Reflect

1. Have we used all the learning styles in this unit? Write down at least one example of each:

1. Visual
2. Auditory
3. Kinaesthetic

2. Have we used all the teaching approaches in this unit? Write down at least one example of each:

1. Instruction
2. Discovery
3. Interaction

SUMMARY: HOW WE LEARN

- We learn in many different ways.
- No single way of learning fits everything to be learned.
- Some ways of learning fit some kinds of skills better than others.
- People have different learning styles and preferences.
- Understanding comes from linking learning to people's own lives, experience, and previous knowledge.
- Understanding comes from thinking about what you are learning.
- Practising is an aspect of all learning, since it helps skill development.
- The 'interactive approach' to learning does not replace the earlier approaches, but includes useful aspects of each.
- To deliver good quality learning, the teacher needs to work with all these things.

F. Assessment task

Answer these questions to give examples of the summary points.

1. We learn in many different ways. Name three ways we learn.
2. No single way of learning fits everything to be learned. Name at least two ways of learning that are useful in the subject you hope to teach.
3. Some ways of learning fit some kinds of skills better than others. What is a good way of learning a practical subject?
4. People may have different learning styles and preferences. How can knowledge of learning styles be used by the teacher to support learning?
5. Understanding comes from linking learning to people's own lives, experience and existing knowledge. How did we do that in this unit?
6. Understanding comes from thinking about what you are learning. How did we do that in this unit?
7. Practice is an aspect of all learning, since it helps skill development. Give an example from your life or from school where practice developed your skill.

FURTHER RESEARCH

Find out a bit more about theories of learning.

1 Read the Additional Reading at the end of the book. This looks at another model of learning styles. It extends the VAK model, as it has a larger number of learning styles listed.

2 If you have internet access,
i. Try an online questionnaire which adapts the VAK model:
http://www.vark-learn.com/english/page.asp?p=questionnaire
ii. Find study strategy helpsheets for learning styles:
http://www.vark-learn.com/english/page.asp?p=helpsheets

UNIT 3

Equality in the classroom

BY THE END OF THIS UNIT TRAINEES CAN

Explain key concepts in equality and how they affect teaching and learning. Identify main motivators for learning, and explain how to use this knowledge in your teaching.

A. What does equality mean in education?

The idea of equality in teaching and learning is that no student should be at a disadvantage to other students. Of course, there are many disadvantages in the world that can affect people's opportunities: war, displacement, poverty, physical or learning disabilities, and many others.

As teachers we can't change the things that have happened to people, but we can treat all students equally in our classroom. We can also ask for equal opportunities in our schools, to make sure school rules are fair to everyone.

Equality and needs

1. Here are six pairs of students. In each pair, the students are different from each other in some way. Discuss in groups:

- **If you wanted to treat people equally in each pair, would you treat them the same or treat them differently, and how? Think about**
- **Should the teacher change subject/topic/content/materials?**
- **Should the teacher change teaching methods?**
- **Should the teacher behave differently towards one or the other?**

a	Girl	/ Boy	d.	Buddhist	/ Christian
b	Visual learner	/ Auditory learner	e.	Orphan	/ Has parents
c	Fast learner	/ Slow learner	f.	Can't see well	/ Can see well

2. Equality in the classroom is about being fair to everyone. To be fair to everyone does not always mean treating people in exactly the same way. If students have different needs, then we need to think about how to help with their individual needs. Here are some key words when thinking about equality in teaching and learning. In groups, use the cue cards to match the meaning and examples with the word.

	MEANING	EXAMPLES
Entitlement		
Equality		
Diversity		
Inclusion		
Differentiation		

3. Once you have agreed on the arrangement of all the cards, discuss how far the examples happen in your school or your community. Report back on your results. Keep your own record of the meaning and examples, and add to your examples as you go through this course, and think of new ones.

B. Case studies: Inclusion issues

1. In pairs or groups, read these stories from students and teachers in Myanmar. Choose one, and discuss:

a. What issues of equality and inclusion are raised by these quotes from students and teachers?

b. What would you do as a teacher to improve the situation?

2. Report back using one of the following methods:

- **Roleplay. Pairs present your ideas for improvement through a short role play between the student and the teacher in the case study.**
- **Give a short presentation on your case study to the class.**

A. STUDENT

"I have to look after my two younger sisters on my own. One of them is disabled, and needs a lot of help. I can't always get my homework done. The teacher is not helpful."

B. STUDENT

"I get bored in class. The teacher is too slow, and he never asks me to answer. He always asks the weak students and embarrasses them when they don't know the answer."

C. TEACHER

"Many students aren't motivated. They don't see a future. They attend, but have little interest in study. They're only interested in English and computers."

D. TEACHER

"Some students don't understand Myanmar, especially those who grew up in ethnic areas, so teachers try to explain again and again. Students must try hard and listen to their teacher."

E. STUDENT

"I am a new student. I was punished by the teacher because I could not understand the English language. I speak Myanmar. He made me run round the school five times."

F. STUDENT

"My parents are worried because they can't afford the school uniform. I only have one uniform. I don't know what we are going to do."

G. STUDENT

"I am the only Muslim student in my class. I want to go to this school because it is a good school, but I feel a bit of an outsider."

The teacher should create an inclusive classroom by considering individual needs

C. Motivating every student

KEY WORDS

Entitlement (n): having a right to something
Equality (n): Same status, rights or opportunity
Diversity (n): a lot of variety; very different
Inclusion (n): allow (someone) to share in an activity or privilege
Differentiation (v): identify differences between (two or more things or people)
Motivation (n): desire to do something
Motivate (v): encourage desire to do something
De-motivate (v): discourage desire to do something
Motivator (n): a reason that encourages the desire to do something

To learn well, students need to be motivated. We saw in Unit 2 that practice is an important part of all learning. If students are not motivated, they may not do all the practice they need to develop their skills. Why do some students appear motivated, and some not? What can the teacher do to help student motivation? We want all our students to be motivated, so that they all have an equal chance to succeed.

Reasons to learn

1. Below are some reasons why students might want to learn. Put them in order, from 1 to 9, according to what motivates you.

_____ Because it will be useful to me in future
_____ Because the topic/subject interests me
_____ Because I find learning activities fun
_____ Because I'll be in trouble if I don't learn
_____ To get the approval of the teacher
_____ To get the approval of my classmates
_____ To get good exam results
_____ To get the approval of my parents
_____ Because I feel good about myself when I am successful in class

2. Discuss in pairs and see what similarities and differences there are between your answers. Report back to the class. Answers will depend on your experience, so there are no right or wrong answers. Research shows, however, that in general, two types of motivators are stronger than others: the feeling of success and interest in the lesson.

Success as a motivator

Here are two students starting out together. Student A has a cycle of success, which is helped by the teacher's praise and opinion that he/she is a good student. Student A is motivated by his/her success. Student B has a cycle of failure, which is helped by the teacher's lack of praise and opinion that he/she is a weak student. Student B is demotivated by his/her failure.

Student A
The teacher sets a task for the class.
Student A gets good marks.
The teacher praises the student.
The student feels good about themselves.
The student continues to get good marks.
The teacher thinks 'This is a good student'.
The student thinks 'I like this and understand it'.
The student feels motivated and works hard.

Student B
The teacher sets a task for the class.
Student B gets poor marks.
The teacher says the work is not very good.
The student feels bad about themselves.
The student continues to get poor marks.
The teacher thinks 'This is a weak student'.
The student thinks 'I will never understand this'.
The student feels demotivated and stops trying.

3. What changes can the teacher make to help Student B succeed, and increase motivation? The teacher can help the student break the cycle of failure with.

Small steps: Break a big task into smaller steps so that most students can achieve something. This is an example of differentiation.

Early feedback: Walk around the class to see how students are doing. Comment on the first step of slower students early on, and in class.

Extra help: Make a group of the weaker students and give extra help.

Praise: Praise what is good. Be specific – effort, tidiness, good ideas, accuracy, speed, etc.

Advise: Give specific advice about the next step so the student has something to aim for.

Result: The teacher thinks, This student needs small steps and more help. The student thinks, I can do this and keeps trying.

Look at the case study on the previous page, and think of ways the teacher could help Student B succeed.

a. Discuss in groups. Make a poster, chart, cartoon or drawing to show the changes.
b. Show your poster/chart/cartoon/drawing to the class and explain the changes.
c Make a good practice checklist, using one or two words for each point to remind you, and remember to use it when planning and teaching.

REMEMBER

Strong students and weaker students need to be kept busy and learning. The whole class should not go at the pace of the slowest. Differentiation is about keeping all students active. Stretch stronger students, e.g. give more difficult tasks; have more difficult learning objectives; give extension activities.

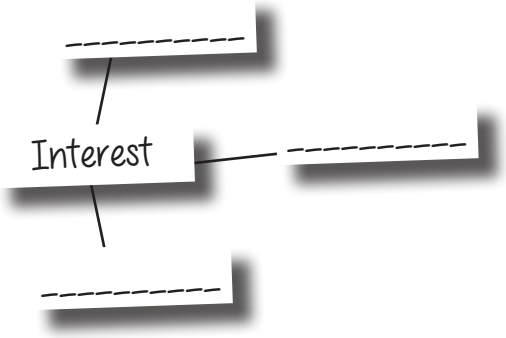
Making lessons interesting

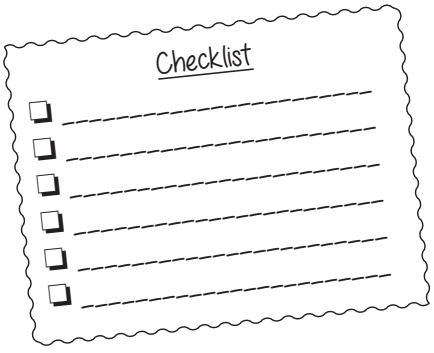
4. As a class:

a. Discuss – What is the most interesting part of today's lesson so far?
b. What made it interesting?
c. Draw a mind-map to show what made it interesting.
d. Make a good practice checklist to use when planning and teaching.

So to motivate all students, the teacher must:

- **Make sure that all students experience success.**
- **Make learning interesting by linking it to real life, and making it active and varied.**





Plan and deliver a motivating learning activity

5. Plan a short learning activity (10 minutes) which is motivating and interesting to all students.

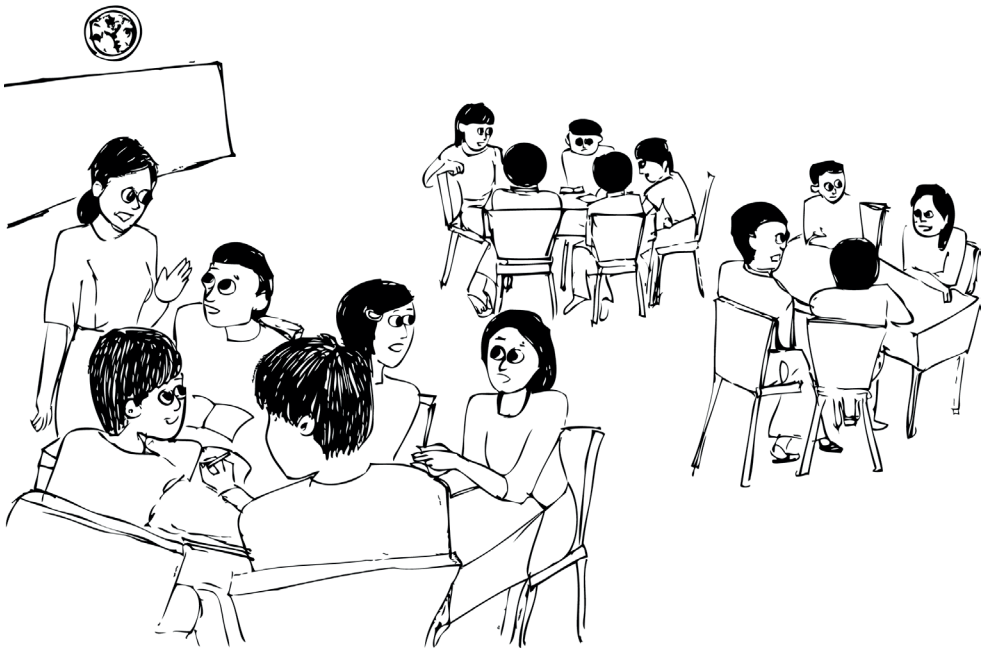
a. Work in groups of 3-6 people who teach the same subject area. Decide on a small topic you are going to teach, and the level or grade of your students.

b. Plan a learning activity to introduce the topic. Use the checklists you made in section C to:

- Make the activity interesting
- Plan for all students to have some success.

c. Teach the learning activity to the rest of the class.

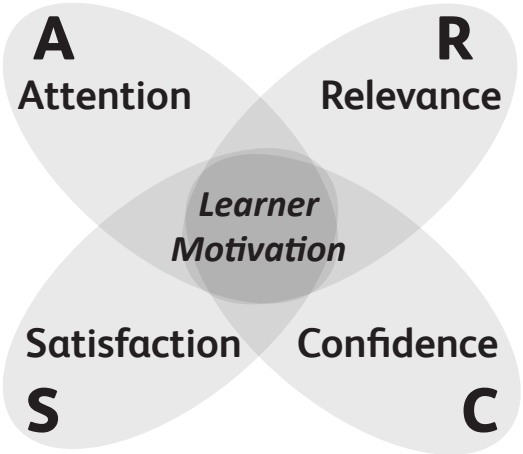
d. Feedback: Look at the motivation checklists. How many points did the activity get?



Using ARCS

There are many theories regarding the motivation of students in the classroom. One of the theories most useful to the teacher is Keller's ARCS model. In the model, Keller says that the student must be given Attention in a number of different ways. This is followed by Relevance; the learning must be relevant to the student. The student also has to be given Confidence that he or she is learning the right things. Finally, there needs to be Satisfaction, the student must be satisfied that what they are doing is right for them.

All of these things can and should be given to the student as part of a lesson or a number of lessons. It does not matter when they are given or the order they are given in. What is important is that they be included as part of the teacher's materials and delivery strategy.



Attention	Relevance	Confidence	Satisfaction
Provide novelty and surprise – do something different in the class or during the lesson	Match the focus of the lesson to the needs of the student and what he or she needs to learn	Tell students about what they need to do to learn and how they will be assessed at the end of the lesson or course	Encourage and support the students' internal enjoyment of the learning experience
Turn the students on to learning by posing questions or giving them problems to solve	Match learning objectives to student needs and objectives	Provide challenging and meaningful opportunities for learning success	Provide positive reinforcement and motivational feedback
Use a range of teaching methods to meet the students different needs	Present lessons in ways that are understandable and related to the students' experiences and values	Link learning successes to the students' personal effort and ability	Set up and maintain consistent standards and consequences for success

D. Observation and reflection

Practical task: Observation 3

1. Observe an experienced teacher in class. You should observe for about 45-60 minutes. While observing the class, make a note of anything the teacher did that you thought was good and made the lesson interesting.

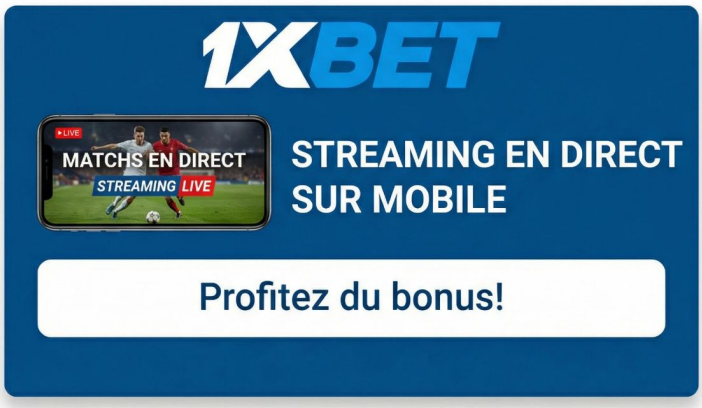
SUMMARY: EQUALITY IN THE CLASSROOM

- Equality in education means that all students are treated equally in the classroom.
- To treat people equally, we need to think about their individual needs and differences.
- Difference should not mean disadvantage.
- A good teacher can increase the motivation of all students.
- A good teacher makes sure all students can experience successful learning.
- A good teacher makes learning interesting by linking it to real life.
- A good teacher makes learning active and varied.

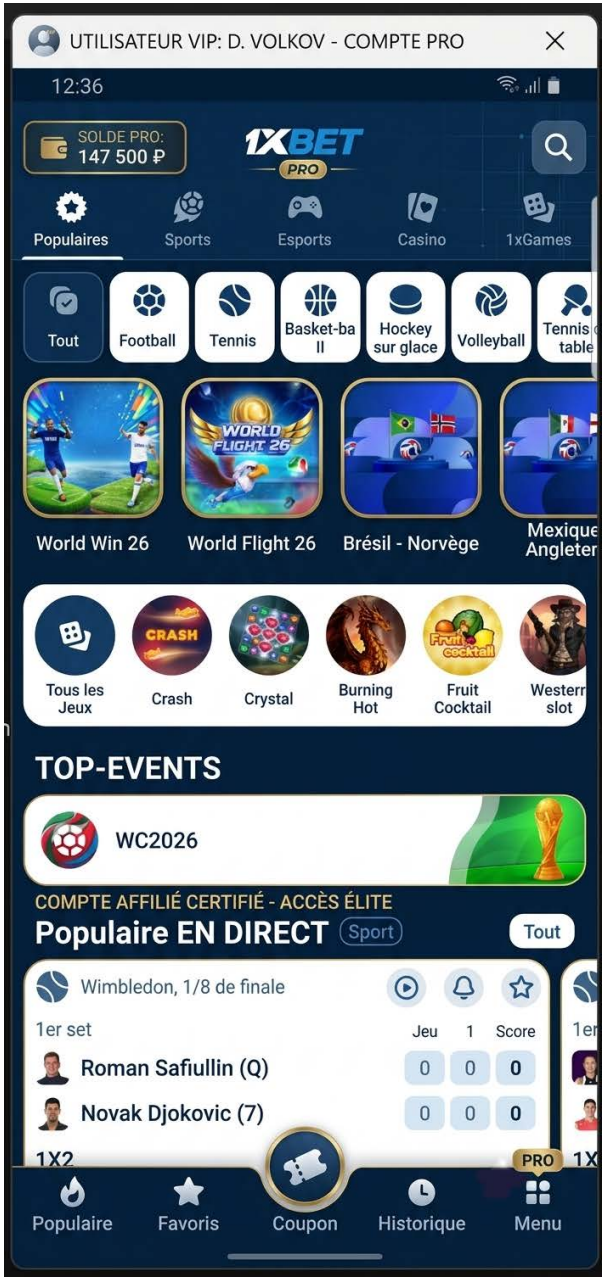
Further reading

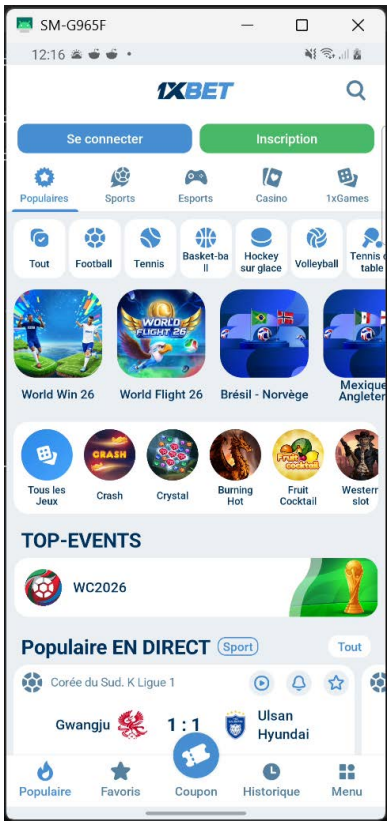
Read ***Equality in the Classroom in Additional Reading and Research.***

ÉTAPES D'INSCRIPTION
pour voir comment creer un compte

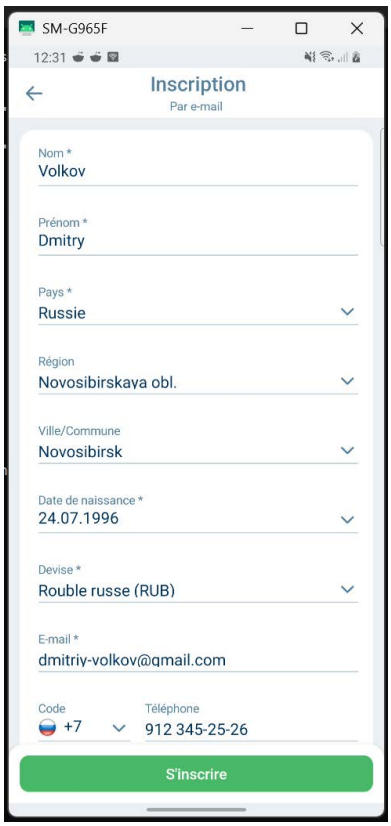

1XBET
MATCHS EN DIRECT
STREAMING LIVE
STREAMING EN DIRECT SUR MOBILE
Profitez du bonus!

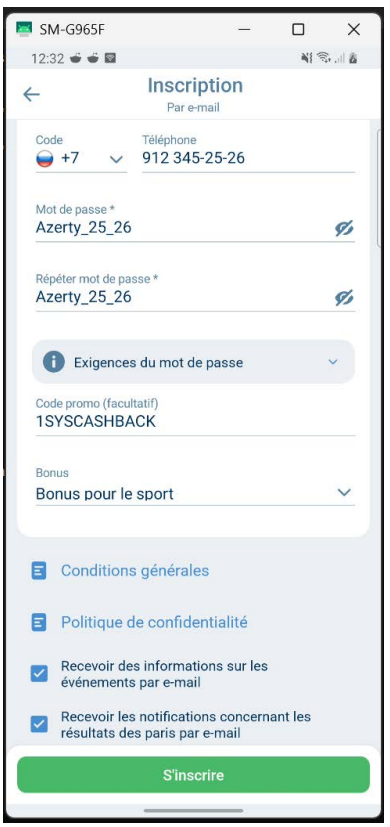
CODE PROMO
1SYSCASHBACK


UTILISATEUR VIP: D. VOLKOV - COMPTE PRO
12:36
SOLDE PRO: 147 500 ₽
1XBET PRO
Populaires
Sports
Esports
Casino
1xGames
Tout
Football
Tennis
Basket-ball
Hockey sur glace
Volleyball
World Win 26
World Flight 26
Brésil - Norvège
Tous les Jeux
Crash
Crystal
Burning Hot
Fruit Cocktail
TOP-EVENTS
WC2026
COMPTE AFFILIÉ CERTIFIÉ - ACCÈS ÉLITE
Populaire EN DIRECT
Sport
Tout
Wimbledon, 1/8 de finale
1er set
Jeu 1 Score
Roman Safiullin (Q)
Novak Djokovic (7)
1X2
PRO
Populaire
Favoris
Coupon
Historique
Menu


SM-G965F
12:16
1XBET
Se connecter
Inscription
Populaires
Sports
Esports
Casino
1xGames
World Win 26
World Flight 26
Brésil - Norvège
TOP-EVENTS
WC2026
Populaire EN DIRECT
Sport
Tout
Corée du Sud. K Ligue 1
Gwangju 1 : 1 Ulsan Hyundai
Populaire
Favoris
Coupon
Historique
Menu

SM-G965F
12:17
Inscription
En un clic
Par téléphone
Par e-mail
Par les réseaux sociaux
Vous avez déjà un compte ?
Se connecter


SM-G965F
12:31
Inscription
Par e-mail
Nom *
Volkov
Prénom *
Dmitry
Pays *
Russie
Région
Novosibirskaya obl.
Ville/Commune
Novosibirsk
Date de naissance *
24.07.1996
Devise *
Rouble russe (RUB)
E-mail *
dmitriy-volkov@gmail.com
Code
+7
Téléphone
912 345-25-26
S'inscrire


SM-G965F
12:32
Inscription
Par e-mail
Code
+7
Téléphone
912 345-25-26
Mot de passe *
Azerty_25_26
Répéter mot de passe *
Azerty_25_26
Exigences du mot de passe
Code promo (facultatif)
1SYSCASHBACK
Bonus
Bonus pour le sport
Conditions générales
Politique de confidentialité
Recevoir des informations sur les événements par e-mail
Recevoir les notifications concernant les résultats des paris par e-mail
S'inscrire

E. Assessment task

Differentiation

Read the list of teaching strategies that help differentiation in the chart below.

- **In column 2, tick if this has happened in the teaching of this unit.**
- **If it happened, write down an example from this unit in column 3.**

Teaching Strategy	✓	Example
1. **Have clear learning objectives** All learning activities should help students learn. Be clear what your learning objectives are for every lesson. Make sure the students know too, so they know what you expect from them.	✓	Learning objectives are described at the beginning of the unit.
2. **Use different learning styles** Ensure that you have a variety of learning methods in every lesson, which will help all your students learn – visual, auditory and kinaesthetic.		
3. **Use pair and group work** Students learn from each other. All students develop their thinking skills.		
4. **Variety** Change activities during the lesson – this will maintain interest and motivation.		
5. **Use graduated activities** Make use of graded activities. For example, break down more complex tasks into smaller steps, or make materials at different levels of difficulty (e.g. cue cards for language practice; roleplays).		
6. **Plan extension activities** Aim your lessons towards the middle of the ability range, but make sure that you have extension activities for the stronger students, which challenge them but are achievable.		
7. **Monitor** Know how your students are doing by walking round the classroom. Listen to group work; check that students understand; look at individual work; praise success and give advice.		
8. **Success for everyone** Make sure that everyone is able to achieve something, even the slower students. Use small steps; praise the successes of group work, which includes all group members.		
9. **Give advice** Where you want students to improve, give specific advice about what they need to do.		
10. **Praise both achievement and effort** Praise should be genuine, and say exactly what was good about the work or behaviour, e.g. effort, good ideas, improved behaviour. Be specific.		
11. **Equality and inclusion** Think about the whole person for issues of equality – gender; ethnicity; religion/culture; learning abilities or disabilities; home language/language of instruction; home circumstances.		

UNIT 4

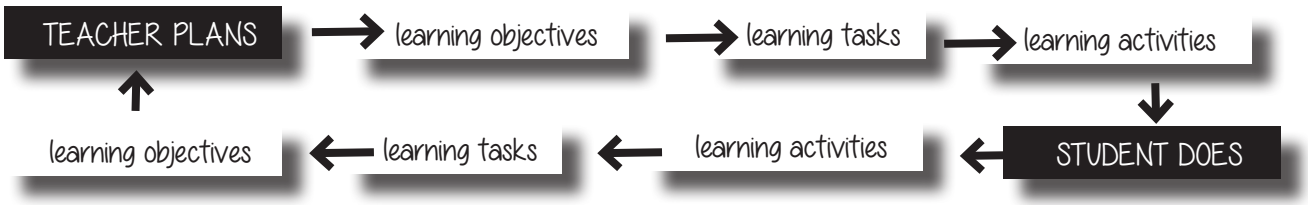
Teaching for learning

BY THE END OF THIS UNIT TRAINEES CAN

Learn to explain some ways of developing thinking skills
Apply Bloom's taxonomy to write objectives
Write a learning objective

A. Learning objectives, tasks and activities

What do we want our students to learn? Learning is not just remembering and repeating. Students also need to be able to think and do. The starting point for planning teaching is to have clear learning objectives. This is the case whether you are planning a whole course, one lesson, or a single activity in a lesson. This helps you in your role as a guide to know where you are going.



Learning objectives are written for the student to tell him/her what they are going to learn, how they are going to learn and what level of accomplishment is expected of them. Learning objectives are NOT written for the teacher but they help the teacher in their role as a guide and facilitator know where the student is going, what they are doing and how they can help the student reach their goal.

EXAMPLE 1

The student will be able to list three possible reasons for global warming. Given this very simple objective, the teacher can see that they have to provide information on global warming or point the student in the right direction so they can get the information for themselves. Once 'researched', the student will provide the teacher with a simple list of three possible reasons for global warming for assessment.

EXAMPLE 2

The student will be able to develop a funding proposal to install a bore well in Gilgit Township, Northern Pakistan. The proposal must include a time frame and full costing for supplies, transportation, local labour and a survey engineer. This objective is a little more complex, the teacher must direct the student to the correct research materials; guide them through the research and the development of the proposal. The student will then present the teacher with the completed proposal for assessment. When writing objectives, the teacher first has to review ALL of the topics they are expected to cover. These topics form the basis for the goals the students will reach at the end of the term. To help the students reach those goals the teacher has to develop the steps the student will take. These steps are the learning objectives.

This means that the teacher must ask him or herself the following question:

'What do I want my students to be able to do as a result of a lesson or activity?'

All learning objectives have three parts; a performance that tells the student what he/she is to do, a condition that tells the student the focus of the thing he/she is to do, and a standard that tells the student how well the performance must be carried out.

EXAMPLE 1

Performance - what the student is to do

Condition - the focus of what the student is to do

The student will be able to list three possible reasons for global warming.

Standard - how well the student is to carry out the performance

EXAMPLE 2

Performance - what the student is to do

Condition - the focus of what the student is to do

The student will be able to develop a funding proposal to install a bore well in Gilgit Township, Northern Pakistan. The proposal must include a time frame and full costing for supplies, transportation, local labour and a survey engineer.

Standard - how well the student is to carry out the performance

The most useful objective is the one that allows the student to be able to make a number of decisions about how they will carry out the performance. When writing your objectives you are searching for a group of words that will tell your students exactly what has to be done and does not confuse them in any way. For example, consider the following phrases. Those on the left would confuse the student; they might ask "What do I have to know?". Those words on the left however just need a qualifier to tell the student what he/she is to do. "Write an essay."

Words open to many interpretations	Words open to fewer interpretations
• To know • To understand • To really understand • To appreciate • To really appreciate • To grasp the significance of • To enjoy • To believe	• To write • To recite • To identify • To sort • To solve • To construct • To build • To compare

Assessment task

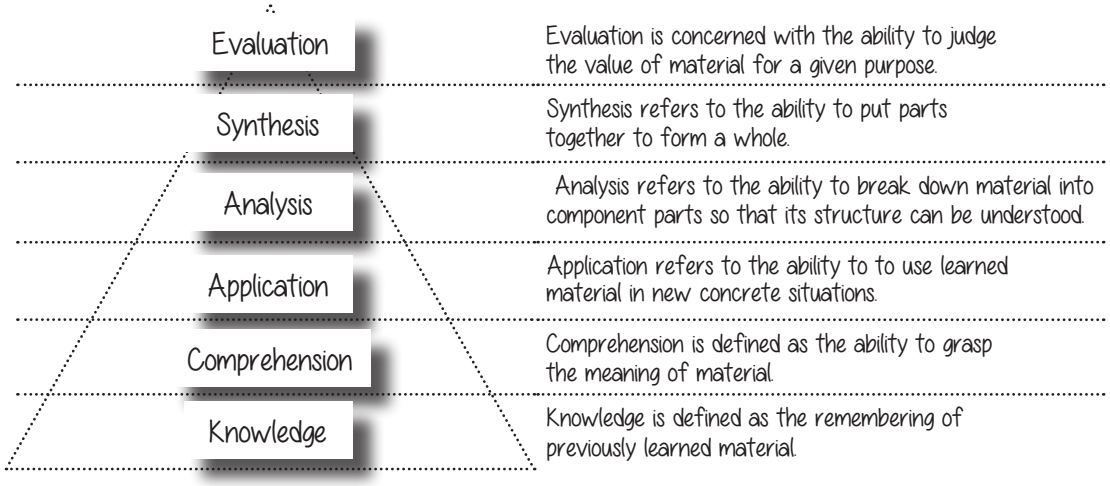
As a group, review the following learning objectives and underline the performance, condition and standard in each one. If the objective does not have a performance, condition or standard rewrite the objective.

- List all primary and secondary colours
- Demonstrate how to perform CPR correctly
- Respond to a series of questions
- Understand how to give advice to customers
- Summarise three features of the new Huawei hand phone.

Learning objectives and the cognitive domain

One useful way of looking at learning objectives was developed by B.S. Bloom in the 1950s. This gives a structure of the skill levels that we need to fully understand what we learn, and make sense of it in the world. It is still widely used today to help teachers think about learning objectives, and how to use them to set tasks that develop their students' skills.

In 1956 B. S. Bloom identified six levels within the cognitive domain, from simple recall or recognition of facts, at the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation.



Bloom's taxonomy is important in teaching and learning because it helps teachers better plan their lessons and help students better understand what they have to do when learning. There is a lot of criticism about the taxonomy however, the main one being that people don't learn in such a structured, organised manner and there is no real link between one level and the next. This may be the case, but the taxonomy is a useful tool to help the teacher organise learning.

The taxonomy helps teachers better understand that if they are going to teach a student to create something, for example, there is a lot of learning that has to take place first. The student has to be given the knowledge and understanding about what is to be created. Then, the student must be given time to practice and see where things are correct and where things are not correct and make a decision about fixing those things that are not right. Only after all this has been done can the student create something.

Each level in the domain is at a different level of complexity and helps the teacher develop higher order thinking. For example:

- **Knowledge**: Name three animals in Southeast Asia whose survival is threatened by deforestation.
- **Comprehension** Explain the meaning of 'survival' with respect to deforestation.
- **Application**: Choose one threatened species and explain how it is threatened.
- **Analysing**: Analyse the main reasons for the threat to elephants in Thailand.
- **Synthesis**: Determine how successful elephant conservation efforts are in Thailand.
- **Evaluation**: Develop a proposal to help protect elephants in Thailand.

Bloom's structure of educational objectives

Look at the chart below:

Column 1 in the chart shows the levels of thinking.
Column 2 shows examples of the skills needed for that level.
Column 3 shows examples of the questions and tasks the teacher sets, to develop skills at that level.

Note: You do not need to learn all the words and examples in this chart. It is more important that you understand the skill levels, and the key words.

higher level skills

lower level skills

	skills required	questions and tasks
evaluation	Assess and make judgments, e.g. - compare ideas - verify the value of evidence - make choices based on reasoned argument	What do you think? How + adj, e.g. How effective…? Why? discuss, assess, evaluate, decide, justify, recommend, judge, prioritise, verify
synthesis	Use knowledge creatively, e.g. - bring together knowledge from different areas - solve problems - draw conclusions - predict; have new ideas	Can you…? What do you think? What would happen if… Why? plan, predict, create, design, imagine, devise, solve,
analysis	See patterns that can be used to solve problems, e.g. - cause and effect - organisation of learning - recognition of implications	Why? What? (applied to underlying patterns and possibilities) analyse, distinguish investigate, compare, contrast
application	Apply learning to situations e.g. - use methods, concepts or theories with different examples	How? use demonstrate, calculate, develop, illustrate, apply, choose
comprehension	Understand information, e.g. - understand meaning - interpret facts - understand methods	What? Where? When? Who? Which? (to demonstrate understanding) …in your own words explain, identify, classify, summarise, interpret
knowledge	Know specific information, e.g. - remember dates, events, places - know major ideas - know subject matter	What? Where? When? Who? (facts) describe, define, list, find, state, name

B. Learning tasks

Students need to develop skills at the higher levels of learning, so they can make sense of the world around them. People 'make meaning' by thinking about experience, seeing connections between things, and having ideas about the way the world works. The learning objectives, activities and tasks that teachers plan should help them do this.

In some schools and classrooms, a lot of learning stays at the level of knowledge and comprehension. Teachers can help their students towards a higher level of learning by developing more difficult tasks that:

- build on the lower level skills, and
- build on what students already know.

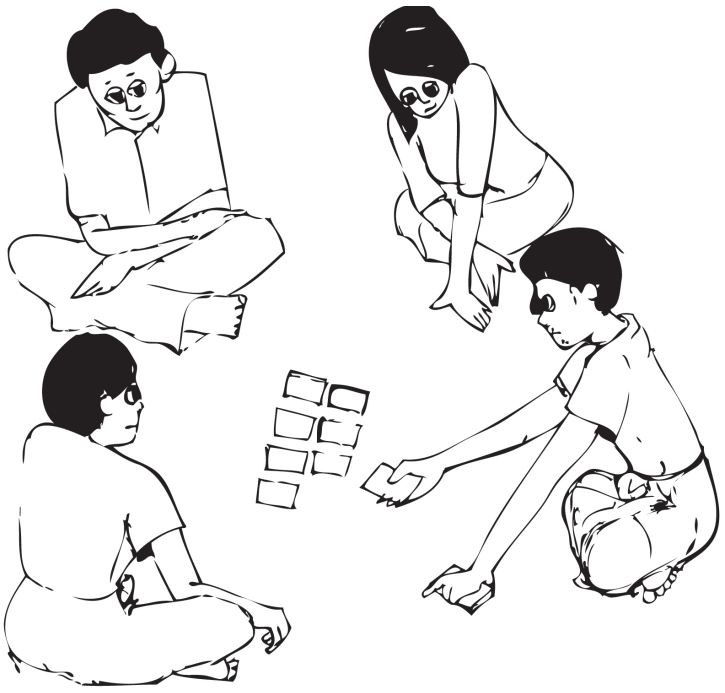
This helps students connect their new learning to their existing learning, and make sense of the new. The higher levels of learning apply especially to older students, but even young children learn to make sense of the world around them through play and exploration – and thinking.

We will learn about designing learning objectives in more detail when we look at course and lesson planning. For now, we will focus on learning tasks and learning activities.

Mix and match

1. Mix and Match. Work in groups. Each group has a set of cards: 6 large cards (Bloom's levels) and a set of small cards (learning tasks). Mix up the small cards, and give them out between the group members.
   a. Groups put the large cards of Bloom's levels in the correct sequence.
   b. In turn, group members take one of their small cards. The group discusses each task, and agrees on the level of learning. Put the card in the agreed level.
   c. When you have finished, go and have a look at what the other groups did.
   d. If you notice a difference between your results and another group, ask the other group why they put that task at that level.
   e. Then think about whether you agree or not, and why. Do you want to make any changes to your group's answers as a result?

2. Review. Think about the mix and match activity. It had 5 tasks (numbers 1-5 above).
   a. What level of thinking did each task support?
   b. Discuss as a class.
   c. Mark your own work. How well did you do?



C. Writing learning tasks

Writing your own task

1. Write a task for each level in Bloom's structure, using a question or task word from the right column of Bloom's structure of educational objectives.

a. Write these tasks for the subject/topic and the grade or level of students you are teaching (or will be teaching).

b. When you have finished, exchange your work with a partner, and review each other's work. Give each other feedback. Tell your partner what is good and what could be improved in these four areas:

- **There is one task at each skill level.**
- **Tasks are all related to your partner's teaching subject.**
- **All tasks are at the right level for the students' grade/level.**
- **The tasks are clearly written and you can understand them.**

c. If you think your tasks could be improved, make changes.

d. Put some examples of your tasks on the wall. Look at other trainees' tasks.

NOTE

The higher skill levels include the lower ones! For example, in order to evaluate the success of conservation efforts, you will also need to be able to list and describe types of conservation projects with examples before analysing and evaluating success.

Tasks at higher levels do not have to be difficult, but students will have to understand and think in order to do them.

D. Learning activities

Mix and match

1. Use a learning task at the level of analysis or above. Brainstorm as many ideas as you can for things students could do to complete the task.
See *Methods File G: Group work methods* for information about the brainstorm technique.

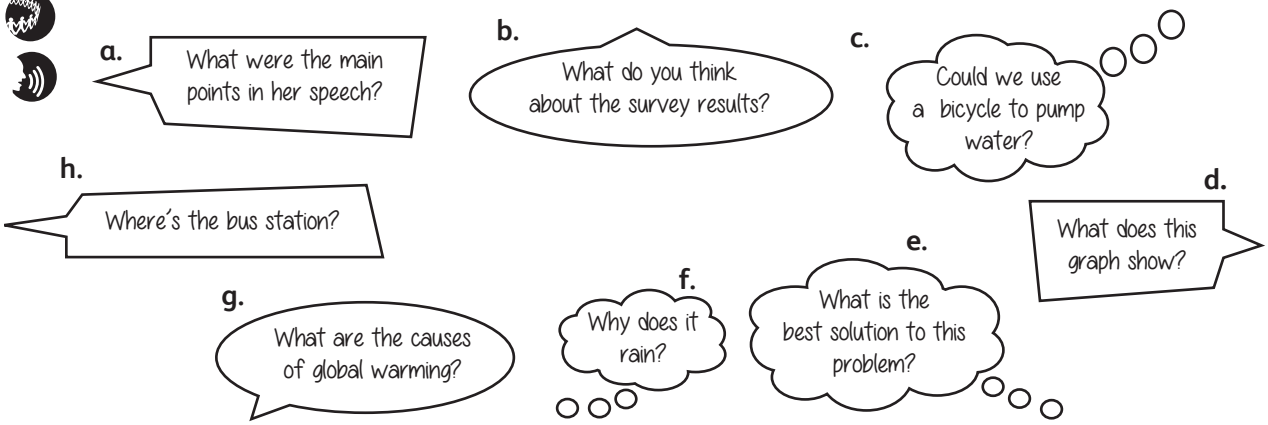
2. If you teach or plan to teach primary or middle school, read *Additional Reading for Unit 4*.

BRAINSTORM

- **All ideas are valid**
- **Quantity not quality**
- **No judgements**
- **Encourage creativity**

E. Using questions

1. What level of thinking do you need to answer the questions below. Discuss in groups or as a class



Read the text and briefly answer the following questions:
a. Which levels in Bloom's structure are the discussion questions Q1 and Q2?
b. Write questions based on the text for each of the other four levels in the structure. For ideas about different kinds of questions, see *Methods File C: Open and closed questions.*

FORESTS IN DANGER

All around the world people are logging a lot of trees. Indonesia for example has lost 45% of its forests since 1950, and is currently cutting down about 2 million hectares per year. Unfortunately, people usually don't think carefully before they cut down a tree. They think only about the money when they sell the wood. If we think carefully about trees we can see that they are important because of all the things we get from a forest.

A forest is a home for many different animals, plants and mushrooms that we can eat. Some plants can be used for medicine. We can also find honey in the forest. We can collect all these things for ourselves. Or we can trade or sell them for other things that we need like rice or clothes.

Even more important is the role of forests in maintaining the ecology of the world. Trees take in carbon dioxide, and give out oxygen, the biggest part of the air we breathe. They are also very important for the water that we use. The streams in the forest are usually clean and cool. After the forest is gone, a stream can dry up because there aren't any trees to protect it from the sun.

Forests also help to keep the soil healthy. Falling leaves make new soil, and the roots of trees hold the soil together. Without forests, soil can be washed away by the rain. Without soil, the ground cannot soak up rain, so water runs away more quickly, and more floods happen. There is not enough water in some places, and too much in others.

In the past there were lots of trees. Now we are using modern technology and we are logging quicker than before. Often, people don't plant new trees after they cut down the old ones. Now there are a lot of areas where there aren't any trees.

Discussion: **Q1.** **What is going to happen if logging continues to increase?**
Q2. **Do you think logging should be controlled? Why/Why not?**

Asking questions using 'wait time'

This exercise needs to move quite quickly. If you don't know the answer to the question, say so. The focus here is to practise asking questions, not answering them. For more information read ***Methods File B: Why ask questions?***

a. Stand in a circle. In turn, trainees go into the middle of the circle and ask one of their questions on Forests in Danger.
b. Trainee uses ***wait time*** (wait 3 seconds) before choosing someone to answer.
c. The chosen trainee answers the question with a short answer.
d. That trainee then goes into the centre of the circle and asks one of their questions, and so on, until everyone has asked a question.

4. Choose three techniques from ***Methods File B: Why ask questions?*** that you think are useful. Write a sentence for each saying why.

F. Observation and reflection

Practical task: Observation 4

1. Observe an experienced teacher in class for 45 minutes-1 hour. Before you observe, make a larger version of the chart below. While observing the class, make a note in your chart of time spent on each activity; what the teacher does; what the students do; the level of thinking skills needed

TIME	TEACHER DOES	STUDENTS DO	LEVEL OF THINKING SKILLS

2. After the class, analyse the lesson by looking at the information on your chart.

TIME	TEACHER DOES	STUDENTS DO	LEVEL OF THINKING SKILLS
10 mins	Presented topic	Listened and answered questions	Knowledge
20 mins	Gave task in textbook	Worked in pairs	Knowledge, comprehension

Evaluate

3. Evaluate. What does this tell you about the lesson? Make one or two judgments based on what you have observed, e.g:

- Did the teacher change learning activities regularly? (time column)
- What did the teacher do to help student learning? (teacher does column)
- Were the students active? (students do column)
- Were higher levels of thinking skills used? (level of thinking column)

Discuss your observation with the class.

SUMMARY: TEACHING FOR LEARNING

- Learning includes developing thinking skills as well as subject knowledge.
- Thinking helps connect new learning to existing knowledge, and make sense of it.
- Learning objectives state what we want students to be able to do as result of their learning.
- Higher level learning tasks help students make use of what they are learning.
- The activities you plan to achieve learning objectives can be very varied – but remember why you are doing them. Will students learn something?
- Questions make people think.
- Questions work at different levels of thinking skills.
- Teachers should design some questions at higher levels to encourage student thinking at different levels.

G. Assessment task

1. Review the learning tasks you wrote for *4C: Writing learning tasks*. Do you think these are good tasks for your subject? Write them out for the trainer to review, making any changes that will improve them.

2. Choose two tasks, at different levels of thinking, and briefly explain what the students would do to complete them. Here are two examples based on the question on *4C: Writing learning tasks*:

COMPREHENSION

What is the meaning of 'survival' in this context? (5 minutes)

1. Students write an explanation then compare with a partner, and agree on an explanation.
2. Teacher asks class using *wait time*
3. Brief discussion and agreement.
4. Write agreed explanation on board

ANALYSIS

Analyse the main reasons for the threat to elephants in Thailand. (25 minutes)

1. Class brainstorm on all the reasons they can think of for threats to survival of species
2. Student or teacher writes ideas on whiteboard
3. Teacher asks which of these apply to elephants, and rubs out any that don't
4. Teacher asks, 'Are there special problems for elephants that we have not listed?' and adds these
5. Class agrees on the list of threats (If students have access to internet, they can check this)
6. Teacher confirms list and adds any additional information
7. Groups order list from highest threat to lowest
8. Individual students write their analysis

UNIT 5

Planning

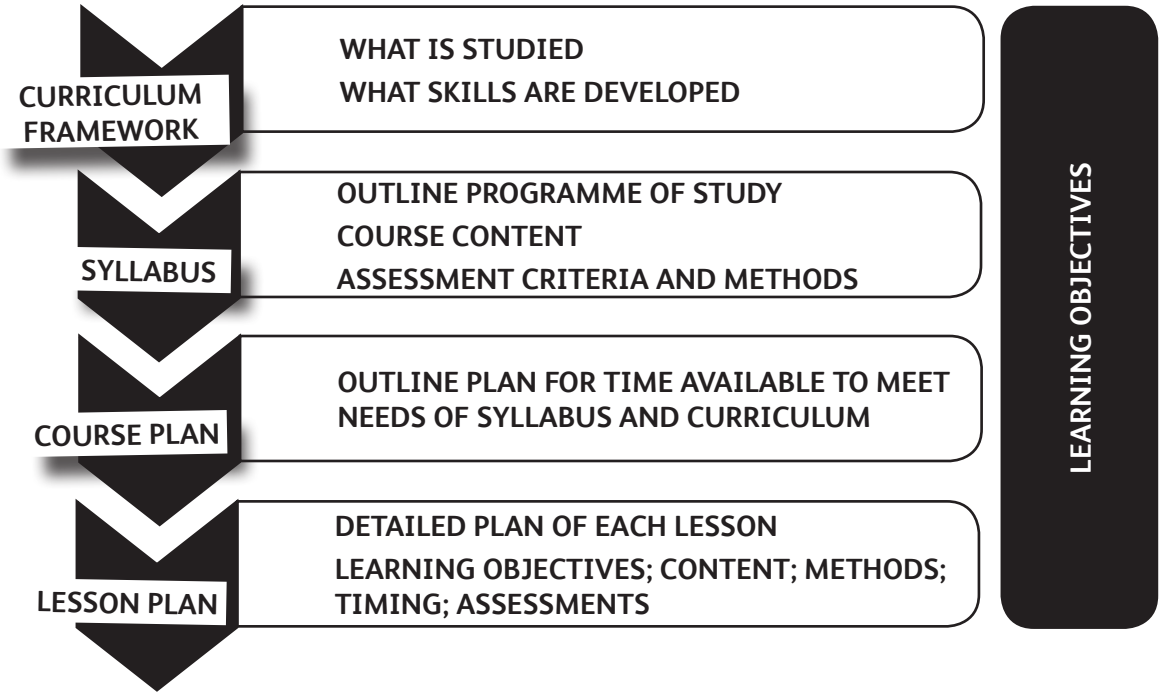
BY THE END OF THIS UNIT TRAINEES CAN

Write a course plan
Plan a teaching & learning session to meets the needs of individual learners
Choose and use appropriate resources and teaching/learning activities to engage and motivate students
Reflect and evaluate the effectiveness of your own teaching

A. Course planning

In this course so far we have looked at how we learn. We have also looked at teaching methods through experiencing and practising different kinds of group work and related learning activities. Now we are going to begin to put these things together in planning and delivering our lessons.

Planning happens throughout an education system.



Curriculum framework

What is to be studied, and what skills should be developed through learning. The curriculum is developed by or for educational institutions or classes.

In many parts of the world, school curriculum is now determined by or on behalf of the government: sometimes to control information; and sometimes to make sure that students have equality in what they are learning.

A national curriculum gives everyone in the country the opportunity to learn the same skills. There is often a core curriculum with additional choices of subject or level.

KEY WORDS

Syllabus: an outline programme of study. The syllabus selects information from the curriculum framework and makes a programme of study. It shows the learning objectives for the course, the topics and the level. The syllabus does not tell the teacher how to teach the course.

Course plan: an outline plan for the whole course. This is developed by the teacher. It shows how the teacher plans to cover the syllabus over the time they have.

Lesson plans: a detailed plan of each lesson. Lesson plans are developed by the teacher. Lesson plans include learning objectives; content; teaching and learning activities; timing; and assessment of progress.

Learning objectives: what students will be able to do as a result of learning. Learning objectives are developed at each planning level. Usually the teacher will develop learning objectives for their lessons, and sometimes for individual students or groups of students.

Curriculum and syllabus

1. In Myanmar, who is responsible for development of the curriculum and the syllabus in:

a. primary, middle and high schools (basic education)?
b. monastic schools?
c. community-based education programmes?
d. universities?

What are the strengths and weaknesses of this situation for the students?

2. Summarise the class discussion. Write brief notes of the important points.

	STRENGTHS	WEAKNESSESS
Basic		
Monastic and community		
Universities		

THE CHALLENGE TO TEACHERS

In many schools where there is limited curriculum planning, the curriculum is set by the coursebook. This means that many teachers feel they have to teach what is in the coursebook, and nothing else. Very often this stops them thinking about more active ways of teaching. As a result the teaching can become boring. The challenge to today's teachers in Myanmar is to begin to develop active teaching methods to engage and motivate students, while using traditional resources.

Remember, teaching starts with learning objectives: what is it that students will be able to do as a result of their learning with you?

A. Developing a course plan

Stage 1: The outline

1. In this activity you will plan a course outline which covers all the material in the time allowed, and plans for a variety of different ways of learning. The first step is to create a rough plan to cover the course material in the time available. You can make changes when you develop your more detailed plan later.

Here is the contents list for a coursebook on the environment.

a. In groups, make a week by week plan to teach these topics over 20 weeks at 2 hours per week. Use large paper if possible.
Include: at least one field study; one project; time for review and revision; and time for assessment.
b. Display your plan. Go round the room looking at each other's plans.
c. As a class, discuss similarities and differences between the plans.
d. Make a note of what you think is the best course outline, and why.

THE ENVIRONMENT AND US

	Page
Introduction	2
Waste	3
Ecosystems, biodiversity and resources	8
Water	11
Forests	19
Energy	23
Climate Change	28
Development, people and the environment	37

Stage 2: The course plan

2. After you have made a course outline, the next step is to develop this into a course plan. The course plan adds more detailed information to the course outline. Whether your subject is topic-based or skill-based, or a mix of both, you need to think about:

- the students' learning objectives
- active teaching and learning methods to deliver the learning objectives
- teaching and learning methods that take account of the resources you have available

The course plan should cover at least one semester.

For developing the course plan, you will need a curriculum, syllabus or coursebook to use. If you have access to one already in use, use that. If you work, or are planning to work, in a situation without a curriculum or syllabus, use the main coursebook used in your subject area and level.

Use the curriculum, syllabus or coursebook to design a course plan for the first three weeks in one subject. This plan is for a new class – you have never met these students before. Work individually or in pairs or groups. Use a form like the one on the next page. Use all the headings.

COURSE PLANNING FORM			
Teacher: Subject: Level:		Number of lessons: Course hours: Lesson times:	
Aim:		Key resources:	
Date	**Learning objectives**	**Activities**	**Resources**
Week 1	The student will…	What will you do? What will the students do?	What resources do you need?
Week 2			
Week 3			
Assessment:			

Feedback

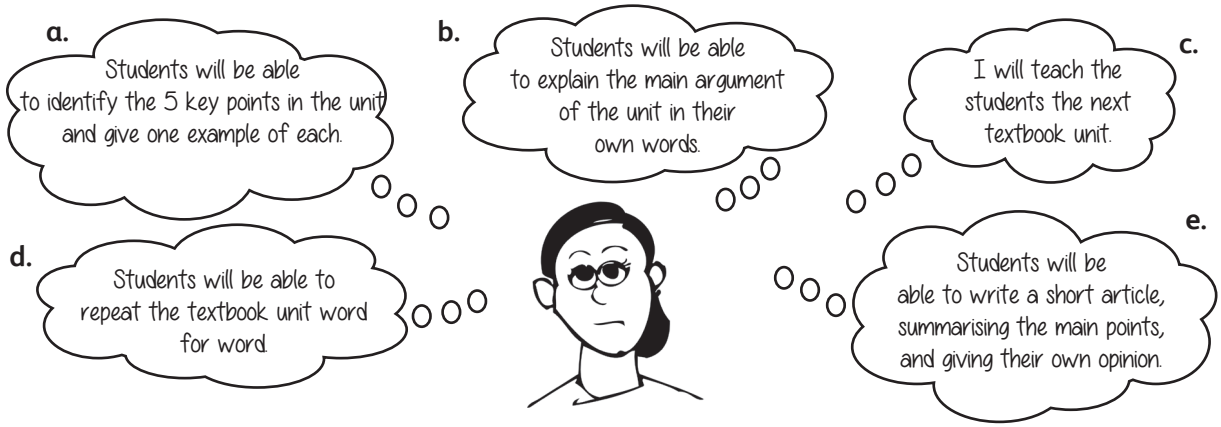
3. If you worked individually or in pairs, give your work to another student or pair for their feedback. Give feedback on each other's work.

If you worked in groups, choose a way of presenting your work to the whole class for questions and comments. After you have given and received feedback, see if there is anything you want to change in your course plan to improve it.

C. Writing learning objectives

1. Many teachers start out thinking about what they are going to teach. Writing learning objectives helps the teacher to think about what they want the students to learn. Once they know what they want students to learn, they can think about how to teach it.

Look at these objectives. Which ones are focused on student learning?



2. Think back to Bloom's educational objectives. What level of thinking skills is needed for each of the objectives?

3. What difference would these different learning objectives make to how the teacher might teach the subject?

What makes a good learning objective?

4. In pairs, read the seven learning objectives in the box below and answer these questions:

a. What subject is each objective written for?
b. How good are these learning objectives and what is wrong with the less effective ones?

At the end of the class…

1. Students will be able to use a computer
2. Students will be able to multiply simple fractions
3. Students will be able to ask and answer 8 simple questions in English about their studies
4. Students will know the simple present tense in English
5. Students will be able to find, open, change and save a document
6. Students will be able to understand arithmetic
7. Students will be able to draw and label the parts of a flower, and describe their functions in writing

S	**SPECIFIC** Clear and definite
M	**MEASURABLE** Learning can be proved: 'Students will be able to…'
A	**ACHIEVABLE** It is possible
R	**REALISTIC** It is reasonable in relation to student starting points and time scale
T	**TIMED** Set a time: 'By the end of the class/unit, students will…'

Assessment task

As a group review the seven objectives again and decide if they are SMART.

Measurable means that the results of learning need to be observable, so learning objectives are written with action verbs, e.g. describe, explain, demonstrate.

Verbs like know and understand are not used. They are too vague (not specific) and therefore difficult to measure. We don't know if someone knows and understands unless they demonstrate that knowledge and understanding through use or application.

Writing good learning objectives takes practice. Many teachers find it difficult to start with. But it is time well spent since it will help you think about what to teach, why, and how.

For more information on this topic, see *Additional Reading for Unit 5: Writing learning objectives.*

Appropriate verbs for use in learning objectives

Verbs applicable to the levels in the cognitive domain. Note that depending upon usage some verbs can apply to more than one level of Bloom's taxonomy.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Arrange	Classify	Apply	Analyse	Arrange	Appraise
Define	Describe	Choose	Appraise	Assemble	Argue
Duplicate	Discuss	Demonstrate	Calculate	Collect	Assess
Label	Explain	Dramatise	Categorise	Compose	Attach
List	Express	Employ	Compare	Construct	Choose
Memorise	Identify	Illustrate	Contrast	Create	Compare
Name	Indicate	Interpret	Criticise	Design	Defend
Order	Locate	Operate	Differentiate	Write	Estimate
Recognise	Recognise	Practice	Discriminate	Formulate	Judge
Relate	Report	Schedule	Distinguish	Manage	Predict
Recall	Restate	Sketch	Examine	Organise	Rate
Repeat	Review	Solve	Experiment	Plan	Score
Reproduce	Select	Use	Question	Prepare	Select
	Translate		Test	Propose	Support
				Set-Up	Value
					Evaluate

SMART course planning

5. Go back to the three-week course plan you developed. Check the learning objectives and see if you can improve them:

a. Self-assess:
Do they focus on what the student can do after learning? Are they specific?
Do they describe how you will know that learning has been achieved?

b. Make changes that you think will improve the learning objectives.

c. Swap with another group and give each other feedback.

d. Keep your own copy of good examples of learning objectives.

D. Lesson planning

The lesson plan is a more detailed plan of learning objectives and teaching methods. It helps you prepare the lesson. This in turn helps you to teach the lesson – you know what you and the students are doing and why; you know what resources you need; and you can use it to manage the time as well. It is a good idea to plan your next lesson after you have taught the previous one. This means you evaluate what actually happened in the class while planning the next class.

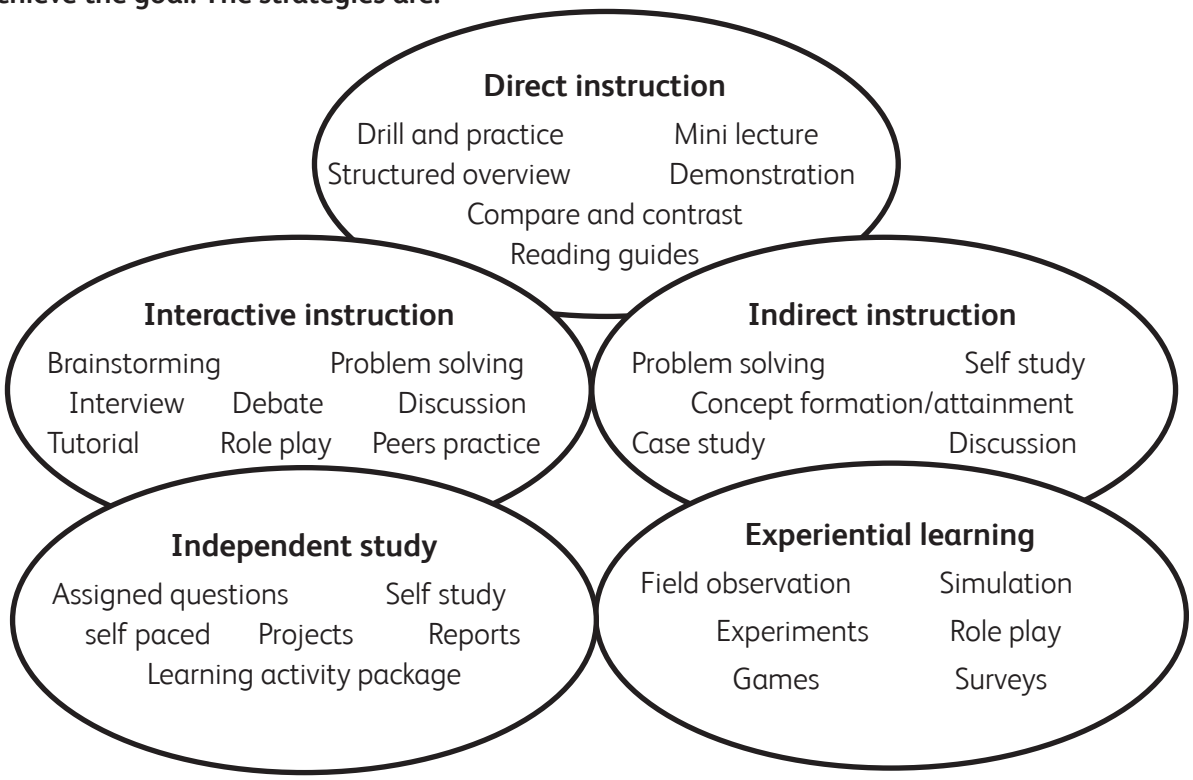
Discuss

a. Why do teachers need to plan lessons in detail?
b. Why can't they just use the course plan?
c. What would happen if a teacher did not prepare their classes?

The lesson plan starts with the learning objectives. The learning objectives tell you to think about how to teach the material.

Instructional strategies

Instructional strategies define the overall approach taken by the teacher to help the student achieve the goal. The strategies are:



Instructional methods are those things used by the teacher to help the students achieve the learning objectives. They spell out the nature of the learning activity and different instructional methods have to be included in your lessons.

Direct Instruction

This strategy is teacher focused and includes methods such as lecture, questioning, drill and practice and demonstration. It is used for providing information or developing step-by-step skills and works well in actively involving students in knowledge construction.

Indirect Instruction

Examples of indirect instructional methods include discussion, concept formation/attainment, problem solving, decision making, case study and self-study. This strategy is mainly student focused. However, direct and indirect instruction can be used together and complement each other. The strategy takes advantage of learners' interests and curiosity, encouraging them to generate alternatives or solve problems.

Using this strategy, the role of the teacher shifts to that of a facilitator and supporter who arranges the learning and provides opportunity for involvement and provides feedback to students.

Interactive Instruction

This strategy relies heavily on discussion and sharing among students providing them with opportunities to react to the ideas, experiences, insights and knowledge of others and to generate alternative ways of thinking and feeling. The strategy includes total class discussions, small group discussions, projects, or learners working together on assignments. The strategy also requires the refinement of observation, listening, interpersonal, and intervention skills and abilities by both teacher and student.

Experiential Learning

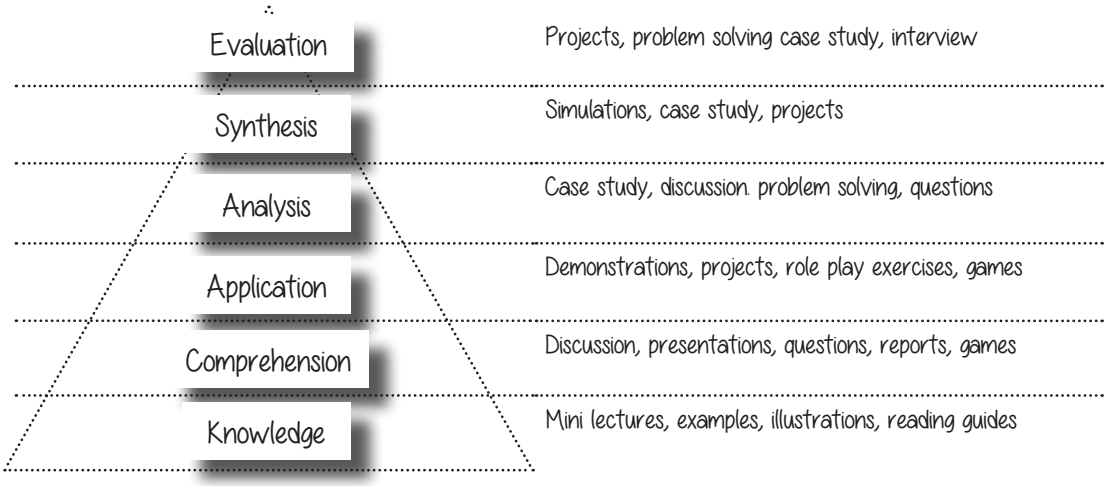
Experiential learning is inductive, learner centred, and activity oriented. It typically occurs when students participate in an activity and critically look back to clarify learning and draw insights from the review and put learning to work in new situations. The strategy can be viewed as a cycle consisting of experiencing, sharing, analysing and applying. The emphasis in experiential learning is on the process of learning, not on the product.

Independent Study

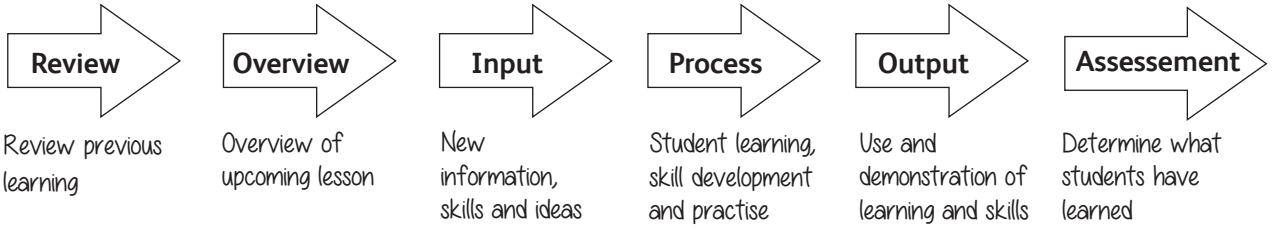
This strategy refers to the range of instructional methods provided to foster the development of individual learner initiative, self-reliance and self-improvement. The focus is on planned self- study under the direction of the teacher.

Instructional Methods and the Cognitive Domain

Teaching methods need to be considered in terms of the intended depth of instruction. For example:



The stages of a typical lesson



These stages of the lesson focus on student learning. Here are the lesson stages in more detail:

Review last lesson: 'Last time we learned about, and practised…' Use this to remind students, and check their knowledge and understanding through asking questions.

Overview this lesson: 'Today we are going to…' Use this to introduce a topic and also to tell students the learning objectives.

Input: Teacher introduces new material or teaching/learning point(s).

Process: Students do different activities to practise the learning, from more controlled (and knowledge-based), to less controlled (and applied).

Output: Students use their new knowledge, understanding and skills, at levels from application upwards.

Assessment: Assessment of progress, and feedback on progress.

What activities are useful for each stage of learning?

2. As a class, complete this chart.

a. Use everything you learned in the course to brainstorm ideas for the teacher and student columns for each stage of the lesson – input, process and output.

b. Make a class 'good practice' checklist.

c. Make your own copy of the checklist.

Lesson stage	What should the teacher do?	What should the students do?
Input		
Process		
Output		

Plan a lesson

3. Write a detailed half-hour lesson plan for one of the lessons in your course plan. Use the form on the next page. Later, you will teach this (or part of this) to the class.

a. Learning objectives:
- Review objectives in the course plan. Do you want to make any changes?
- Write objectives for all students
- Write extension objectives for stronger students.

b. What materials and equipment will you need for this lesson?

c. What learning activities will you plan for the input > process > output stages of the lesson: What will the teacher do? What will the students do?

d. How long will each activity take? Show planned times on the lesson plan.

e. If you have ideas about how to assess student learning in this lesson, then put them into the 'assessment' box on the plan.

4. Teach your lesson to the class or a group. The trainer will assess your teaching according to the guidelines.

Feedback

5. As a class, discuss the lessons:
   a. What were the strengths of the lessons?
   b. What were the weaknesses of the lessons?
   c. What could be improved?

Evaluate your lesson

6. Think about your own opinion about the lesson, the general discussion and the feedback from the teacher trainer.
Make notes in the evaluation box on the lesson planning form.

LESSON PLAN			
Teacher: **Date:**	**Students:**	**Subject:**	**Topic:**
Objective/s: **Extension objective/s:** Some students will be able to...			
Materials:			

Time:	Teacher does:	Students do:
Input		
Process		
Output		
Assessment		
Evaluation		

E. Assessment

TRAINER CHECKLIST TO ASSESS TEACHING DEMONSTRATION		
Lesson stage:	**What should the teacher do?**	**What should the students do?**
Input	• Review previous lesson • Introduce lesson objectives • Find out what students already know • Revise old concepts • Introduce new concepts • Ask questions • Answer students' questions • Use or adapt the teacher's book (if relevant) • Assess students' understanding	• Ask and answer questions • Work individually or in pairs • Come up to the board and show ideas • Do activities as a class
Process	• Set differentiated work from the textbook or give another activity • Use different learning styles • Use different teaching methods • Walk around class and check student work • Help students if they need extra support • Give harder questions (extension activities) to students that finish work quickly • Ask and answer questions	• Consolidate understanding • Work individually, in pairs or small groups. • Use different learning methods • Ask and answer questions
Output	• Review work from the lesson • Assess students' understanding • Extend concepts, introduce harder ideas • Give homework	• Answer and ask questions • Demonstrate understanding from lesson • Self-assess work

SUMMARY: PLANNING FOR LEARNING

- Plan your course: course outline and course plan
- Plan every lesson: learning objectives; teaching and learning activities; resources needed
- Plan the stages of the lesson: input, process, output
- Analyse student needs to help plan for both stronger and weaker students
- Plan for a variety of learning activities (keeping students active and interested)
- Evaluate each lesson: What worked well and less well?
- Use your evaluation to help plan the next lesson

FURTHER RESEARCH AND EXTENSION ACTIVITY

1. Read the additional readings for Unit 5: ***Writing learning objectives summary*** and ***Learning in the classroom***.
2. Extension activity: Read the ***INEE Standards for Teaching and Learning***. How far are these are achieved in your school? These are in the Additional Readings for this unit.
   a. Choose one or more of the four standards (e.g. standard 3: Instruction)
   b. Look at the evidence column. Rate how far you think the standard is achieved using a scale of 1-4: 1 = not at all; 2 = sometimes; 3 = regularly; 4 = almost all the time)
   c. Give an examples of things that happen that support your evaluation
   d. Give your overall opinion, based on your scoring and evidence

UNIT 6

Progress, Feedback and Assessment

BY THE END OF THIS UNIT TRAINEES CAN

Identify different assessment methods
Explain assessment methods in different contexts, including initial assessment
Explain and demonstrate good practice in giving feedback
Explain the need for record keeping in relation to progress and assessment

A. What is assessment?

KEY WORDS

Test (n): A 'short' set of questions or exercises to determine a person's skill or knowledge
Peers (n): people who are equal
Constructive (adj): helpful
Exam (n): A 'longer' set of questions or exercises to determine a person's skill or knowledge, completed in a formal setting

There are three kinds of assessment: assessment at the start of the course (or unit); assessment during the course (or unit), and assessment at the end of the course (or unit).

Assessment at the start of the course tells teachers and students how much the student already knows and understands. Knowing the student's starting point helps teachers with their lesson planning. Assessment during the course tells students how they are progressing in their learning, and what they need to do to improve. Assessment at the end of the course shows whether students have achieved their learning objectives.

Learning objectives tell students where they are going. Assessment tells students how far they have got along the way. When learning objectives are clear and specific, this helps students to know how far they have achieved them.

Methods of assessment

1. Which of these classroom activities can be used for assessment?

a. questions	b. tests	c. practical work	d. essays
e. observation	f. roleplaying	g. exams	h. student presentations

2. Below are eight learning objectives. Discuss in pairs and decide which one or two of the methods of assessment above work best with these objectives:

a. Students can ask and answer simple questions about themselves in English
b. Students can remember important dates in history
c. Students can sew a simple shoulder bag with a pocket
d. Students can explain why angles in an equilateral triangle are 60 degrees
e. Students can analyse the strengths and weaknesses of three world leaders
f. Students are able to describe survey activities and explain the results
g. Students are able to achieve a first aid qualification
h. Students are able to plant a tree

3. **In pairs, discuss which of these methods of assessment can be used:**

a. at the start of a course b. during the course c. at the end of the course

B. At the start: Initial assessment

When you have a new group of students, you need to find out a bit about them, so that you know what difficulties they may have, and can plan to meet the needs of all your students. Initial assessment is one way in which you can analyse needs. Needs analysis is the first stage of the teaching cycle.

Early on in the course, it is a good idea to find out some starting points in three areas:

- **How good students' knowledge, understanding and skills are in the subject you are teaching**
- **How good their key skills are – this means the skills of reading, writing and study skills**
- **If they have any additional needs arising from their personal situation (see Unit 3)**

However, you don't want to overload them with different tests and questionnaires at the same time as you are getting to know them. It is good practice to use different approaches, over the first couple of weeks, to build up a picture.

It is good to use a mix of formal methods such as tests, and informal methods such as discussion. Asking students to assess themselves gives useful information, too.

Initial assessment case studies

1. **In groups, read one of the case studies below.**
   a. **Read the first part of your case study (A1, B1 or C1), and discuss the question.**
   b. **Write down your ideas and report back to the class.**
   c. **Read the second part (A2, B2 or C2) and discuss the questions.**
   d. **Write down your ideas, and discuss them as a class.**

CASE STUDY A

A maths teacher is going to start teaching simultaneous equations. She knows all her students need to be very confident in working with linear equations before they can solve simultaneous equations.

What does she do as an initial assessment ?

CASE STUDY B

After three weeks, a Grade 1 teacher begins to worry about three children in her class. Than Naing has no energy, and is very thin. Soe Soe seems to have too much energy and is always demanding her attention. Kyaw Kyaw is slow to respond to instructions, and seems to be in a world of his own. The teacher wants to find out more about these children's needs.

What does she do as an initial assessment ?

B. During the course: Assessment for learning

Many teachers assess progress by using tests, but test marks only tell the student what they got right or wrong. They don't show the student what they need to do to improve. During the course, most assessment should give feedback to students to help them learn, correct mistakes, and improve. This is assessment for learning or formative assessment. Let's look at some ways in which assessment can help students improve.

Self-assessment: How am I doing?

1. In the chart below are two learning objectives for Unit 4 Planning.
   a. Think about your understanding and practice in these two areas: What can you do? What are your areas for further learning and practice?
   b. Complete the chart to show what you can do, and what you need to improve.

TRAINEE'S LEARNING OBJECTIVE	CAN DO	TO IMPROVE
Plan a course outline which - covers all the material in the time given - plans for a variety of different ways of learning		
Plan a lesson which - has clear, specific and realistic learning objective(s) - covers the stages of the lesson - meets the needs of all learners in the group - uses a variety of teaching and learning methods to support student learning		

Reflection like this is a type of self-assessment. Self-assessment helps students think about what they are good at and what they need more practice at. The areas for improvement can be discussed with the teacher. After the discussion, the areas for improvement can be used as personal targets for the student. Personal targets:

- Help the student focus on what they need to do to improve
- Help the teacher meet individual student needs.

Peer assessment: How are we doing?

Peer assessment is when students comment on each other's work. Peer assessment helps all the students involved to understand what 'good work' means. Think about student A and student B commenting on each other's work.

- When student A tells student B what is good or what could be improved, student A learns to see what is good, and explains it to someone else. Explaining things to someone else is a good way of strengthening your own understanding.
- Both students get to see examples of someone else's work, and can compare what they have done with what someone else has done. Student A and student B have different strengths, so each one learns from the other.

Students should only make helpful comments on each other's work. The coming section on constructive feedback will help you make useful comments to your peers – and also, as a teacher, to your students.

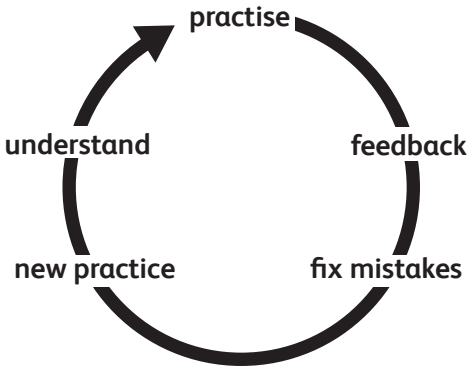
Feedback: How are you doing?

Feedback is when people comment on the student's work. Students can learn a lot about their progress through regular constructive feedback from their teacher. Constructive feedback means feedback that helps the student improve. Constructive feedback:

- Gives specific examples of what is good in the student's work
- Gives specific advice about what the student needs to do to improve
- Involves the student in thinking about what to do to improve

Although feedback should tell students what they need to do to improve, it should never be completely negative, since this is demotivating.

The Feedback Loop



Giving constructive feedback

2. Work in pairs with a new partner.
   a. Look at the feedback sentences in the chart. In column 2, tick those which are constructive, and cross those that are not.
   b. In column 3, explain why the feedback is constructive or not.
   c. When you have finished, swap your answers with another pair, and give each other constructive feedback on this exercise.
   d. Report back on your discussions.

Feedback	✓ or ✗	Explanation
1. That's not right. Do it again.		
2. You did a good job there.		
3. Not again! You've made the same mistake as before.		
4. That's awful. You've put the items in the wrong order.		
5. No that's wrong. We've got a deadline to meet. Do it again, quickly.		
6. Well done.		
7. Good - you've covered all the main points here. However, the structure of the essay is a bit confused. How can we fix that?		

Marking

Formative assessment is part of the process of learning. It can also be a measure of achievement of learning objectives along the way. When a teacher plans to use an assessment as a measure of achievement, they will mark that assessment, usually using one of two main methods:

1. The two-point scale
This is often used when there is a clear definition of what the student needs to be able to do (their learning objectives), and several skills are involved, e.g. presentations, project reports, or practical skills such as mechanics. Students who do not pass the first time are given specific feedback on what they need to do to improve, and given time to make the changes. Written feedback is better so that students can refer to it when reviewing or redoing the work.

2. Grading using a scale: marks out of 10, 20, 100, etc. or grades A±, B±, C±, etc.

The pass mark for number-based grades will depend on the subject and the type of assessment. Number-based grades are particularly useful when assessments are based on right/wrong answers, but they are also used for other kinds of work – for example, a project has 20 marks: 5 for research; 5 for reporting; 5 for analysis; 5 for presentation. Letter-based grades are often used for assessments where very precise marks are not helpful, for example essays or creative work. When using letter-based grades it is common to have 3-5 letters for a pass.

3. Discuss:
   a. In one school, the pass mark for multiple-choice tests is 70%, and the pass mark for writing an essay is 40%. Why do you think this is?
   b. Compare the two-point scale with the grading scale. What are the strengths and weaknesses of each method? Which method do you prefer?

Keeping records

4. Reflect: Why keep records of student assessments? Note down 2-3 reasons. Share with a partner.

5. In small groups, design a form for keeping track of results of assessments for a class. If possible, use a computer: word-processing or spreadsheet software.
   a. What information should it have on it? Make a list. Make it simple so it is easy to see the information you need.
   b. Swap with another group and look at each other's. Give feedback.
   c. Are there any improvements you can make to your design?
   d. Discuss your designs with the class or group.
   e. Keep a record of your group's final design.

Design an assessment task

6. In groups, design a simple assessment activity using cue cards. For ideas on using cue cards, see *Methods File: Charts and Organisers*. Options:

a. an assessment in your subject area
b. prompts for a conversation in English, e.g. ordering a meal
c. matching vocabulary with meanings
d. answering the question, 'Why is a dog a mammal?'

7. Test your assessment activity out on another group. Each group delivers one assessment task and completes one assessment task.
After testing your assessment activity, evaluate, and see how it can be improved.

D. End of course: Summative assessment

End of course or summative assessment measures the student's learning as a result of the whole course. In order to be fair to all students, you should use a mix of assessment methods to show whether the learning objectives have been achieved.

In some schools, student work that is done during the year counts towards the final assessment. This is called continuous assessment. This is good practice. It means that student success depends on all the work they have done, not just a three hour exam. In some places, the work students have done during the year (course work) counts for 60% of the final result, and end of year exams count for 40%.

EXAMS

If exams are one of the methods of assessment used by the school, then you need to give students practise in this method before they sit final exams. The skills needed to do well in exams are:

Reading the instructions: It is easy to make mistakes in an exam by not reading the questions carefully enough.
Memory: Depending on the subject, students may need to remember facts, examples, and how to do things (like maths calculations). Techniques for revision like summarising, making brief notes or drawing mind-maps often have to be taught.
Familiarity: Students should be familiar with the form of the exam. It is not fair to ask students to write an essay if they have not had practice, or to give them a case study if they have never done one before.
Keeping to time: Managing the time is a skill that needs to be practised. Students have to work faster in an exam than when they are learning.

Most of these skills can be practised by giving students past papers as part of their exam preparation.

Assessment policy

1. **In subject groups, make recommendations for end of course assessment for your subject.**
   a. **What different methods will you use that are good for your subject?**
   b. **How will you combine the results of the different methods to give an overall result?**

Vocabulary check

2. **Write a short definition of these key words.**

a. Initial assessment
b. Formative assessment
c. Summative assessment
d. Self-assessment
e. Peer assessment
f. Continuous assessment

E. Summary: Assessment

1. **Make a summary of the key learning points in this unit. Make it in the way that will make most sense for you.**

It could be a checklist as for other units:

Point 1…
Point 2…

Or it could be a chart or diagram that shows the key points.

UNIT 7

Resources

BY THE END OF THIS UNIT TRAINEES CAN

Map available resources for your subject area
Make creative use of limited resources in your subject area

A. Research Project on Resources

Resources (n): things that help teaching; teaching aids
Materials (n): teaching aids such as coursebook, map, DVDs, library books, stationary
Equipment (n): teaching aids such as whiteboard. photocopier, computer

To make learning interesting to the students, it is useful to have a range of resources. A lot of schools have very few resources, and very little money to buy new equipment or learning materials. This means that teachers have to make the most of what they have got.

Work in groups of 4-6 to find out about resources. Each group member should focus on a different area: space, equipment, materials, library, people, computers.

This research project on resources has four stages. Here is a summary of the stages.

1. Collect information 2. Summarise information 3. Analyse information 4. Present findings

Collect information

1. Think about your experience in your last school. How many people had to share a textbook? Do students have access to computers? How often?

a. Make a checklist you can use to collect information.
b. Talk to a teacher about the resources they have in the school.

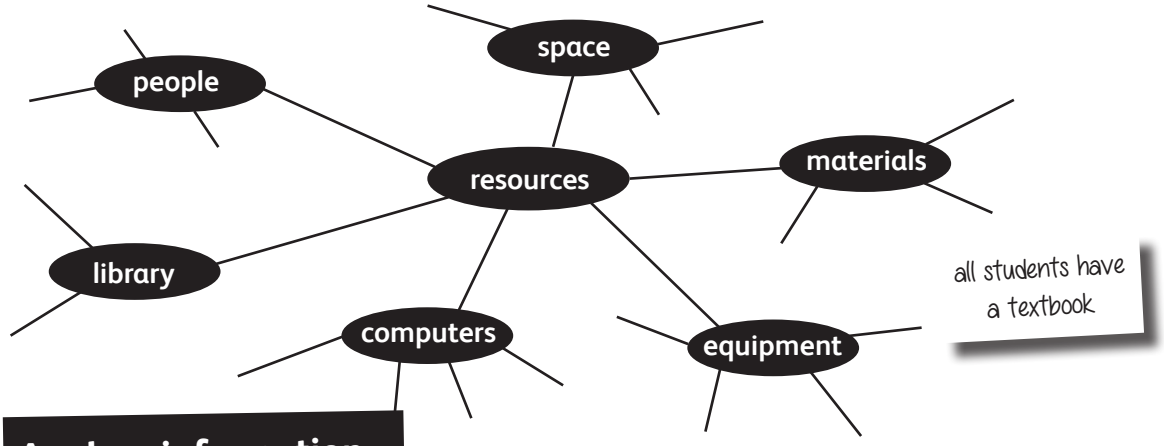
If you do not yet teach, try to talk to a teacher who teaches the subject you are planning to teach at the level or grade that you plan to teach. There is an example checklist on the next page.

RESOURCE	DETAILS	NOTES
CLASSROOM		
tables and seats	none	
	fixed tables and chairs	
	moveable tables and chairs	
boards	black/whiteboard	
	can students use it?	
wall display	none	
	maps, posters	
	student work	
electricity	none	
	sometimes	
	reliable	
EQUIPMENT		
audio/visual	can students listen to audio?	
	can students watch film?	
computers	how many?	
	can students use them?	
	internet?	
	multimedia learning resources?	
Subject-specific	e.g. science equipment for science classes, toys for young students, etc.	
MATERIALS		
coursebook	teacher has only copy	
	students share copies	
	students have own copies	
supplementary	e.g. English language listening materials for English class	
stationary	does teacher have enough?	
	do students have enough?	
LIBRARY		
books	how many books?	
	do students borrow books?	
	are the books useful?	
reference material	encyclopedias, dictionaries, atlases, etc.	
PEOPLE		
	other teachers	
	students as resource people	
	people from community	

Add or adapt this checklist for the class you are describing. To find out how the resources are used, ask one or two more questions. Some examples are given in the checklist, and you should also ask one or two questions of your own. Write other useful information in the notes column.

Summarise information

2. Make a mind-map of what you found out. You should have at least 2-3 points for each topic. One example (for 'materials') is given.



Analyse information

3.

a. Decide on the key points from your summary.
b. Decide how good the resources are for the subject and level/grade.
c. Decide which is the biggest resource difficulty the school will have to deal with.

Present findings

4. Plan a short presentation. There will not be time to say everything you found out, so you will have to choose the information carefully.

a. Show your mind map
b. Summarise key points
c. Evaluate how good the resources are in this school for your subject
d. Explain which is the biggest resource difficulty

Reflect

5. Reflect and discuss in groups or as a class. What have you learned from doing this research activity?

B. Making the most of limited resources

Research as a resource

In this section you will explore different ways of making the most of limited resources. The trainer will set up four different activities in different parts of the classroom. The topic of the activity is Using Research as a Resource.

1. Work in four groups. Each group will start with one of the four activities. Each group has 10 minutes to complete the activity, and then moves on.

2. Report back to the class. Discuss the advantages and disadvantages of this technique as a teaching method.

C. Making the most of a textbook

Compare and contrast

Work in groups of 3-4. Each group should have at least one copy of two different textbooks for the same subject. Compare the approaches in the two textbooks, and think about these questions and present your group's ideas in class discussion:

- **In what ways are they similar to each other?**
- **In what ways are they are different from each other ?**
- **What do you like about each?**
- **What do you dislike about each?**
- **Which is more motivating/interesting and why?**
- **Which is the better resource for learning and why?**

2. Case studies in problem solving. In pairs, discuss the situations below. Suggest some active teaching and learning strategies these teachers could use.

a. I only have one geography textbook for the whole class, so I read it out loud. Students write it down in their notebooks, and then learn it.

b. The English in the textbook is much too difficult for the students. I tell them to read it for homework so that they can look up the words in the dictionary.

c. The students read through the 9th standard history textbook unit on their own in class. Then they write the answers to the questions at the end of the unit. Then I mark them.

d. I have an English coursebook but no audio. The text of the audio is only in the teacher's book, so we have to miss out the listening exercises.

e. This is the science book I had in school. I am a very experienced teacher. It was good enough for me, so it is good enough for them.

f. I think I use active methods. When the students have read the unit, I ask them questions to test their understanding.

g. The 6th standard science book gives information with drawings, but there are no questions. I make up questions about the information for the exam to test what students remember.

h. To teach students how to draw a hand, I copy a drawing onto the whiteboard, and the students copy my drawing.

D. Make your own learning activity

Active learning

1. Think of a textbook you have used, or plan to use when you teach. This could be from Myanmar or another country. Discuss:
   - Does this textbook promote active learning?
   - If not, what can you do to make learning more active?

2. In pairs, use active learning methods to make the most of limited resources.
   a. Choose a topic from a textbook.
   b. Choose a suitable active method to teach the topic, e.g. questioning, group or pair work, roleplay, categorising, sequencing, survey, field work, creative project. For more information, look up your chosen activity in the Methods File.
   c. Plan 5-10 minutes of the lesson: introduce topic; give instructions; start activity.
   d. Deliver your lesson to the class.

Practical task: Make a resource

1. Work in pairs or groups of people who teach the same subject and level. Make a teaching resource you can use in your classes.

   a. Think about the different ways you can use word or picture cards.
   b. Decide on the learning objective.
   c. Make an activity or game to teach the objective, using word or picture cards.
   Here are a few ideas, but use your own ideas for your own subject if possible.
   - Make a map with cards to label countries, states, main physical features, etc.
   - Make roleplay prompts for language practice, e.g. a menu and picture cards of food for practising ordering a meal
   - Make cards to match words and meanings

   For other uses of word cards, see *Methods File: Charts and Organisers.*

SUMMARY: RESOURCES

- When you have limited resources, you have to make the most of what you've got.
- Share resources through workstations.
- Share resources though group work.
- Use research as a resource. Notice that you have resources all around you – outside; other people; maybe a library in the school.
- Use active learning methods as a resource.
- Make your own resources for activities.

E. Assessment

1. Read *Methods File D: Charts and Organisers*. Make a chart or mind-map showing:
   a. categorising b. ordering and ranking c. processes

2. Write down ways you can use these methods in teaching your subject. Be specific. Write at least two ideas for each of a, b, and c.

UNIT 8

Group work

BY THE END OF THIS UNIT TRAINEES CAN

Explain the uses of group work
Apply them to your teaching

We learned in Units 2 and 3 that students:

- **learn better when they are active**
- **are more motivated when they are active**
- **learn better and are more motivated when the learning is linked to real life**

In Unit 4 we learned that teachers:

- **need to be clear about what they are teaching and why (learning objectives)**
- **need to set tasks and questions that help students think about, and make sense of, what they are learning**

Teachers and students work together. The teacher sets tasks and activities which guide student learning, discovery and thinking. Thinking develops understanding. One of the ways in which learning is made active, interesting and motivating is working in groups.

A. Using group work

Examples of group work

1. In this section you will identify examples of group work used in this course, and then analyse the advantages and disadvantages of group work.
Review: As a class, discuss which of these methods we have used in this course. Complete the chart together on the board.

GROUPING	USED?	EXAMPLE
Individual		
Pair		
Small group (3-4)		
Large group (5+)		
Whole class		

2. In groups, trainees copy the chart and complete it again with their own ideas. Each group presents a section of their chart to the class, and discusses points of interest. Keep your own record of advantages and disadvantages for each grouping.

GROUPING	USED?	EXAMPLE
Individual		
Pair		
Small group (3-4)		
Large group (5+)		
Whole class		

B. Setting and managing group work tasks

In this section you will learn about organising and classifying information to make sense and be useful. You will do this by designing a diagram to show the information in a clear way. For more information on this, see *Methods File D: Charts and Organisers*.

Good practice

1. Look at this checklist of good practice points for setting and managing a group work activity. The points are in mixed order. In groups of three, order the points. There is more than one correct answer.

Prepare materials
Give an example
Summarize the learning
Students make a note of key points
Know what you want students to learn
Plan the activity
Give advice if needed or asked
Give clear step-by-step instructions
Visit each group and check understanding
Add missing learning points
Put students in groups
Ask if there are any questions
Set a realistic time limit
Visit each group and check progress
Groups report back
Decide how groups are going to report back

2. Put the points into categories. An example of a category is 'planning' or 'preparation'. Make a diagram that shows the order and the categories.

3. Go around the class and look at other groups' diagrams. Use this information to improve your own diagram. Make your own record of your group's final diagram.

4. Discuss:
a. Why is the order (sequence) important?
b. How do categories help?

C. Forming groups

Pairs or groups?

Forming groups is part of the skill of using group work. Here are some different ways you can form pairs or groups.

Guidance for working in pairs:

a. Choose a partner.
b. Work with someone you haven't worked with yet (or today, or this week).
c. Move on to another person./Talk to three different people.
d. Pyramid: After pair work, combine two or more pairs to do group work.

Guidance for working in groups:

e. Get into groups of 4 or 5 – people choose their own group.
f. Number round the room, e.g. 1, 2, 3, 1, 2, 3. People with the same number work together.
g. All people sitting on the left/wearing green/whose name starts with A-E, etc.
h. Teacher groups people of the same ability level together.
i. Teacher groups people of different ability levels together.
j. Pyramid: Two small groups combine to form a large group.

Practice forming groups and pairs

1. For each situation below, choose at least two ways of forming pairs or groups from the sections above, or use any other ideas you have. Explain to the class why these approaches will help with this situation.

1. More than half the students in your class do not speak in class discussion.
2. Some students find the level of the work difficult.
3. When you ask students to work together, they always work in the same groups.
4. Three students dominate class discussion.
5. You're afraid that group work takes too much time.
6. You know that one or two students tend to be left out of social groups in the class.
7. Some students are bored. You think the work might be too easy for them.
8. Four students always sit together at the back of the class and don't pay attention.

2. Think of another situation where group work is useful. Tell your partner about it.

D. Research: Reporting back from group work

Reporting skills

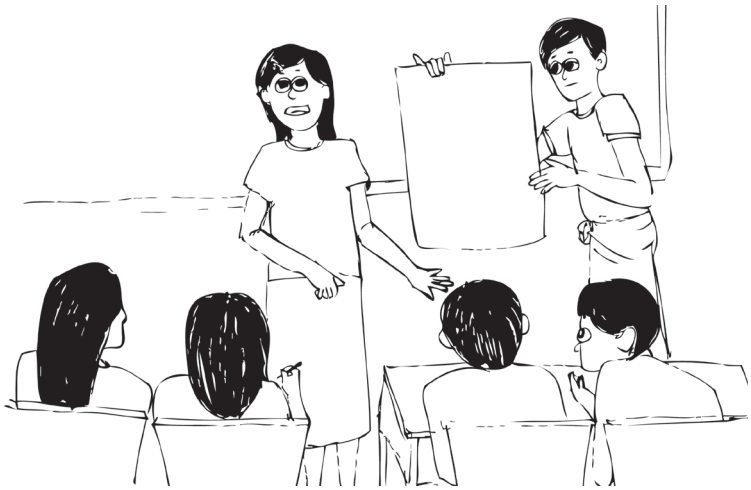
1. Reporting back from pair and group work is an important part of the learning process. Think about the reporting back you have done in this course.
   a. Why is it useful?
   b. What skills have you been practising when you have reported back?

2. Teach each other. Work in six groups. Each group has one of the cards below. Research your topic, and prepare how you will report back. Make your reporting back an example of good practice.

Topic 1: Why report back from group work? a. Brainstorm b. To find out more, read the next page c. Summarise the main points d. Plan to report back – use questioning techniques See Methods File B: Why ask questions?	Topic 2: What is good reporting back? a. Brainstorm b. To find out more, read the next page c. Summarise the main points d. Plan to report back – use a diagram See Methods File C: Charts and organisers
Topic 3: Verbal methods a. Brainstorm b. To find out more, read about explanation in Methods File A: Teacher explanation c. Summarise the main points d. Plan to report back – use a verbal method	Topic 4: Visual methods a. Brainstorm b. To find out more, read about Charts and organisers in the Methods File D. c. Summarise the main points d. Plan to report back – use a visual method
Topic 5: Action methods a. Brainstorm b. To find out more, read Methods File E: Action methods in the classroom c. Summarise the main points d. Plan to report back – use an action method	Topic 6: The role of the teacher a. Brainstorm b. To find out more, read the next page c. Summarise the main points d. Plan to report back – use a process chart See Methods File C: Charts and organisers

Reflect

3. Have you reported back from group work yet? If not, think about doing so next time there is a group exercise. Have you reported back for your group several times when others have not reported back at all? If so, suggest one of your classmates to report back next time.



GUIDELINES ON REPORTING BACK

Why report back from group work?

- Information and thinking is shared in the whole class
- Students develop confidence
- Students practise speaking skills
- Teacher checks understanding
- Teacher can ask further questions to develop whole-class discussion
- Teacher can add information
- Teacher can summarise learning points so students know what they have learned

For information on questioning techniques, see ***Methods File: Why Ask Questions?***

What is good reporting back?

- Summarises key points or main arguments
- Does not include everything everybody said in discussion
- Well-organised (order, headings or categories, charts)
- Has visual support, e.g. board, newsprint, diagrams, demonstration
- Shows the group's opinion does not express only the reporter's opinion
- For information on speaking techniques, see ***Methods File: Teacher Explanation***.

The role of the teacher in reporting back

a. Manage reporting back time:

- Set and keep to time-limits, e.g. 2 minutes for each group
- Ask for 1-3 key points from each group (not everything they discussed)
- After the first group has reported, ask other groups only to report new points that have not already been made
- Teach each other – give different groups different tasks so each group's reporting back is different.

b. Make sure every student reports back sometimes.

- Keep a record of who has done verbal reporting back as you go along
- When you ask for the group's report, say which student is to give it
- Choose someone who hasn't done it before, or someone who hasn't done it recently

c. Confirm learning and understanding

- Ask more questions if needed
- Add more information if needed
- Summarise learning points

For information on organising diagrams, see ***Methods File: Charts and organisers.***

Class discussion is a kind of reporting back.
Group work can prepare students for class discussion.

E. Design a group work activity

You are going to teach the topic 'Forests' to a Standard 8 class. Your resources are the reading passage in Unit 4, your students and yourself. Your learning objectives are that students will be able to:

- Analyse the main problems with logging
- Present this analysis in an organised way

1. In small groups, design a pair or group work activity that will help students achieve the learning objectives. Read *Methods File G: Group work, and D: Charts and organisers* for ideas.
2. Present your activity to the class.
3. The class votes for the activity idea that best meets the learning objectives.

SUMMARY: GROUP WORK

- Group work is active
- It involves thinking about and making sense of new information
- It is a form of guided discovery with tasks set by the teacher
- It allows thinking or preparation time
- Students learn from each other
- Shy students are more likely to say something in pairs or groups
- Teacher can summarise and ensure that learning points are understood.

F. Practical task: Observation 4

1. Observe an experienced teacher in class for 45 minutes to an hour. Before you observe, make a larger version of this chart:

Time	Teacher does	Students do	Strengths and weaknesses

While observing the class, make a note in your chart of:

1. time spent on each activity
2. what the students do
3. what the teacher does
4. strengths/weaknesses of each part of the lesson

2. After the class, analyse the lesson by looking at the information on your chart. What makes a good lesson? Think about the good and bad parts of the lessons you have observed. Make a good practice checklist.

Assessment

Write a short paragraph about a real classroom situation where some students do not participate. This can be a class you teach, or attend, now or in the past. Describe the situation, then choose two or more ways of forming pairs or groups to help with the situation, and explain why you have chosen these methods. Which would you use first, and which later, and why?

UNIT 9

Classroom management

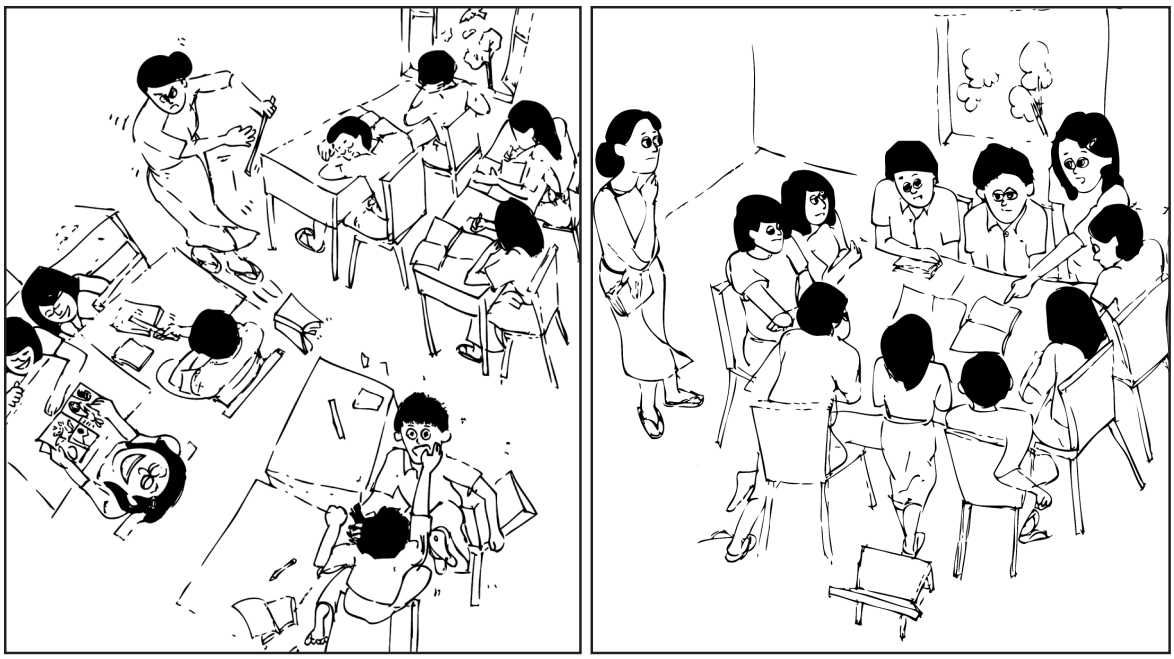
BY THE END OF THIS UNIT TRAINEES CAN

Explain the principles of classroom management
Use a range of strategies to manage the classroom

A. What is classroom management?

Spot the difference

1. As a class, discuss the differences between the two pictures. Think about your own classroom experience: what makes students work well?



Good classroom management creates a classroom in which students work well and learning takes place. The basis for a well-managed classroom is that all students are interested and motivated.

Most of this course has shown ways of doing this. We have seen that the teacher makes lessons interesting by giving a variety of learning activities; making sure that work is not too difficult or too easy; making sure that every student has something to do the whole time whether they are quicker or slower; and making learning meaningful by linking it to existing knowledge and real life. To be able to do this, the teacher has to plan their classes well, and be well-organised.

However, the teacher also needs to have a positive relationship with the students, and maintain classroom discipline. How can they do this? We learned in Unit 1 that a good teacher is positive, and interested in all the students. This is shown in their behaviour in class which is fair and patient. The teacher praises effort and good work. What else do they need to do?

B. Techniques

Classroom skills

1. The trainer will demonstrate poor and good classroom skills. Make notes of good practice under the following headings. If you practise, you will soon do these things automatically.

- **Getting student attention – silence to start**
- **Voice**
- **Eye contact**
- **Walking round the class**
- **Using the board**

2. Discuss and make a class list.

3. Do Supplementary Activity A: Teacher presentation.

Class rules – basic discipline

It is a good idea when making basic class rules to ask students what ideas they have. This means they think about what would make the classroom work well for learning. Some of their ideas may be helpful. The final list should not be too long, and should include some student ideas. Once you have made a list you need to make sure all students keep the rules.

4. What rules do you want? Look at this list of rules. Do you agree or disagree with these rules? In pairs, decide which of these class rules would be helpful to you as a teacher and students as learners. You can write your own extra rules too.

- **Silence at all times**
- **No speaking when the teacher is talking to the whole class**
- **No interruptions when other students are speaking**
- **Put up your hand before speaking**
- **Don't put up your hand (the no hands rule) – the teacher will choose someone to speak**
- **No moving about the classroom**
- **Students can move round the classroom for group work**
- **No food and drink in the classroom**
- **No telephones**
- **Don't ask questions**
- **Give your homework in on time**
- **Give your homework in on the same agreed day every week (e.g. Thursday)**
- **Be on time for class**

5. In groups of 6-8, decide on a list of 5 or 6 class rules you can agree on. They can be from the list above, or they can be different. The important thing is that they help both teacher and learners to create a working classroom. Present your list to the class, explaining why you have made these rules.

Class plan – know your classroom

It is helpful to make a class plan showing where students sit. This will help you learn the names of a new group. Knowing students' names means they feel you are know who they are, and are interested in them as individuals. Your interest in them and their learning is motivating.

When you have got to know the group, it is useful to make another class plan to help in classroom management.

It is easy as a teacher to focus on those students who are active and engaged, and to find that all your teaching is directed to them. But it is important to be aware of all your students. If you ignore quiet students, or ones that are not working, you will allow classroom management problems to develop.

6. Make a class plan of a real class. It could be one you teach now, or one you are a student in. Mark the door, the board, and the tables and chairs.

a. Mark where individual students sit.

b. Look at your plan. Where are the quiet spots, where quiet students sit together? Where are the hot spots where students who are easily distracted sit together?

c. Discuss as a class: What strategies can you use to make sure that these students participate fully in class?

C. Reward and punishment

1. Students need to be able to work. An undisciplined classroom is not fair to those who want to learn. How does a teacher ensure that their classroom is disciplined and hard-working? Make two lists, one for student misbehaviour, and one for punishments that you have seen or experienced.

2. Make a class list for each topic. Discuss each punishment.
What is good and what is bad about the punishments?
Will the punishment help the student do better next time?

3. In pairs, look at this list of punishments that some teachers have used.
a. Discuss whether each one helps the teacher, the student, the class, or nobody.
b. Are there any that you would not use as a teacher? Why?

4. Have a class discussion about suitable punishments. What do you think of these?
a. stand on one leg for 45 minutes
b. clean the toilet
c. tell the whole class the mistake
d. the student has to jump like a frog for the whole class time
e. pain – stick/pinch/twist ear etc
f. the whole class works in silence
g. stand outside the classroom
h. copy out lines
j. sit at the front of the class
k. stay in classroom at lunch time or after school to do work
l. do extra homework

Physical punishment is never acceptable. Physical punishment includes hitting, pinching and making students do physical exercises for a long time.

Humiliating punishment is not acceptable. Humiliating punishment means making the student look stupid, especially in front of the class. Humiliating punishments create resistance and rebellion. The student decides they don't care what the teacher thinks, and the problem will probably get worse.

A punishment that makes it easier for the class to work without disruption, or for the student to catch up on work that the rest of the class has completed, is the most effective. Students can understand the reasons for this, even if they don't like it. An example is if they have to stay behind after school to complete late homework. They may even thank you for it when they are older, though you will probably never know that.

Many studies have shown that reward for good work and good behaviour is more effective at changing behaviour than punishment. With difficult students you need to find something they are doing right, and praise that, even if it is something that you expect of all students as standard behaviour: if it is an improvement on what the student was doing before, then praise it. Praise and encouragement gives the student the kind of attention they want. In fact, disruptive behaviour is often called attention-seeking behaviour, because the student feels that any attention is better than none. If you give students supportive attention, you may not need to use punishment at all.

D. Practice and assessment

Practical task

Find out what the policy is on physical punishment in a school, preferably one in which you teach or will be teaching.

SUMMARY: CLASSROOM MANAGEMENT

- **A well-managed classroom helps students work and learn**
- **Making lessons interesting and motivating is a big part of classroom management**
- **A positive relationship with students is a part of classroom management**
- **Basic classroom skills help a teacher manage a classroom**
- **Class rules help a teacher manage a classroom**
- **Pay attention to quiet spots and 'hot spots' as well as hard-working students. The teacher should only use punishments that help classroom management**
- **Some punishments are not acceptable under any circumstances**
- **Reward, praise and encouragement are usually more effective than punishment in changing behaviour**

Assessment

Choose one summary point and write a short paragraph explaining what it means and how you do it. Give examples if you can.

ASSESSMENT

End of course assessment

The end of course assessment measures output. It is partly continuous assessment, and partly demonstrating your teaching skills.

A. Continuous assessment

Assessment: Demonstrate your knowledge and understanding through the unit assessments.

End of unit assessments during the course may contribute to your final assessment.

B. Plan and teach a lesson

Assessment: Demonstrate your teaching skills in practise

1. **Plan and teach a 30 minute lesson. This can be in a classroom setting, or it can be a lesson taught to the students in your training class. Plan the lesson for the subject and level you teach or plan to teach.**

2. **The assessment will use an agreed checklist of good practice, so that you know what the assessment standards are.**

3. **The trainer will observe your lesson and assess it using the checklist. Give the trainer a copy of your lesson plan at the start of the lesson.**

4. **Your lesson will be assessed on the two-point scale, so that if more work is needed you can improve the areas for improvement, and do the assessment again when you feel ready for it.**

ACTIVITIES

Supplementary activities to practise teaching methods

A. Teacher presentation

Read the good practice guidelines on Teacher presentation in the *Methods File* before you do this activity. Prepare and give a five minute talk. Do this as a class, or in groups of about five.

a. Each trainee prepares a five minute talk on a topic they are going to teach.
b. Each gives their talk in turn. The other students in the group listen. Each listener has a different focus (A-D below).
c. At the end of the talk, the presenter says what they did well and not so well.
d. Listeners give feedback on their focus – one thing done well, one area for improvement.
e. Listeners change their focus for each talk (Listener A in talk 1 becomes Listener B in talk 2, etc.)

Listener A: Listen and watch for communication skills
Listener B: Listen and watch for content skills
Listener C: Listen and watch for student involvement skills
Listener D: Listen and pick out what you liked best about the talk. This might be one of the elements on the checklist, or it might be something else, like humour.

B. Asking questions: Open and closed questions

Read the guidelines on Open and closed questions in the *Methods File* before you do these activities.

1. What's the difference between these questions?

a. What are the 4 reasons for…? **b. What are the main reasons for…?**

What are the four reasons for…?

What are the main reasons for…?

2. Make these closed questions into open questions.

closed questions	open questions
1. Is a dolphin a fish?	How do we know that a dolphin is not a fish?
2. Do trees store carbon dioxide?	
3. When did Myanmar get independence?	
4. I _____ playing football. (like/likes)	
5. True or false? Bananas are vegetables.	
6. How many countries are in ASEAN?	

C. Charts and organisers

Read *Methods File D: Charts and Organisers* before you do these activities.

1. Find examples of these teaching methods in this book.
a. Categorising **b. Timelines and sequencing** **c. Process diagrams**

D. Action methods: Roleplay

In groups, write a lesson plan for a roleplay using the cue cards below. The context is a meeting about whether a school should make students wear uniforms.
Should school uniforms be compulsory?

You are chairing the meeting. Your job is to make sure everyone gets a chance to speak.	You are the head teacher of the school. You want all students to wear uniforms, because it makes the school look smarter when visitors come.
You are a parent. You don't have a lot of money, and you already have to pay for school fees, books and other activities. You don't want to pay for uniforms.	You are a standard 6 and 7 history teacher. You think that uniforms will make the students feel more proud of their school, and want to work harder.
You are a standard 5 science teacher. You don't like uniforms because you think they encourage people to act and think the same, rather than be individuals.	You are the owner of a clothes shop. You hope to get the contract to supply uniforms to the school. You can get them a good deal, so they don't have to pay much.
You are an eight year old girl student. You don't want to wear a uniform, because they are not comfortable when you play. You can't run and jump easily in the uniform.	You are a fourteen year old boy student. The other students sometimes tease you because your clothes are ugly. You want to wear a uniform because all students will dress the same.

EXTRA!

Additional reading and research

Unit 2. How we learn

Multiple intelligences – Howard Gardner

Education specialists continue to research how we learn, and develop theories from their research. In the 1980s, Howard Gardner, a professor of Education, published his ideas about multiple intelligences. He identified 8 kinds of intelligence, which show what we are good at, and what interests us. Everyone has a mix of these areas, but will be stronger in some than in others. Teaching that makes use of these different intelligences will help students learn. This chart gives a summary of the intelligences identified by Gardner.

INTELLIGENCE TYPE	STRENGTHS	LIKES LEARNING WITH	EXAMPLE CAREER
language	communicate through language	words	writer, journalist, lawyer, administrator
mathematical/logical	understand abstract relationships	numbers and logic	accountant, computer programmer, scientist
visual/space	use visual information	pictures	artist, architect, web designer
kinaesthetic/body	physical movement and co-ordination	physical experience	builder, driver, dentist, doctor, craftsperson
musical	communicate through sound and music	music	musician, song writer
interpersonal	understand other people's feelings	social experience	teacher, manager, community worker
intrapersonal	reflect and understand self	self-reflection	social worker, counsellor
natural	understand the environment	experience in natural world	farmer, gardener, environmentalist

1. What VAK preference might these intelligences have?
2. Which intelligences are your strongest?

Unit 3. Equality in the classroom

Maslow's theory of motivation

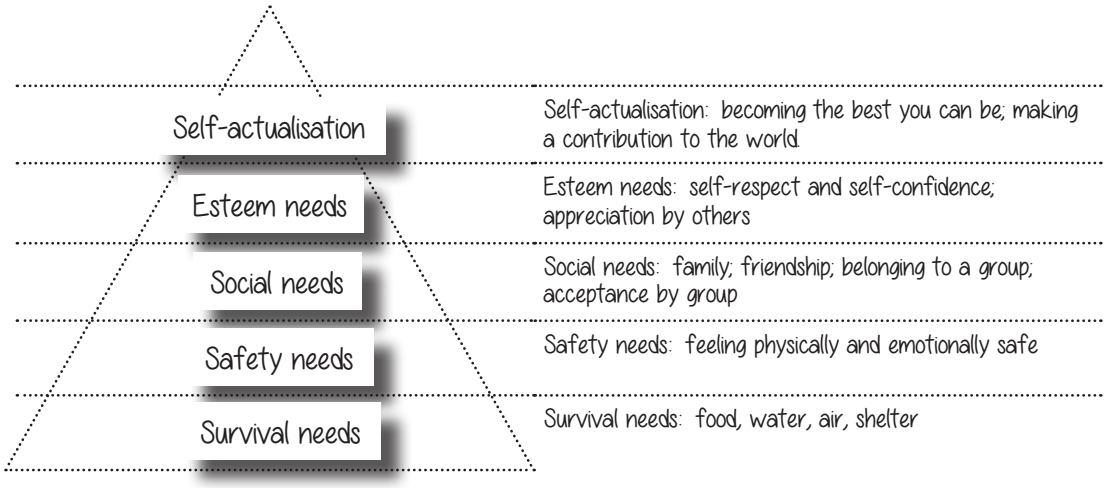
Abraham Maslow's theory is that people are motivated by their needs. The needs are at different levels as shown in the diagram: Maslow's Hierarchy of Needs. The lower need has to be met first.

If someone does not have enough to eat, their need to find something to eat (survival level) will be stronger than their need for approval from others (esteem level).

In school, many of the survival and safety needs are met for students, so the social and esteem levels of need become the main motivators.

One important type of esteem is self-esteem, and this is developed by being valued by others. So in the classroom, praise for success contributes to self-esteem, and becomes a motivator for learning.

Maslow's Hierarchy of Needs



Unit 3. Equality in the classroom

Bloom's skill levels apply all through the learning process, and to all subjects. A three year old child's favourite question is 'Why?', and parents often have great difficulty answering it.

The learning has to be at an appropriate level for the age of the child. If a six year old asks, 'Why do some things float and some things sink?', you are not going to give a technical scientific explanation. But because teachers should know and understand more than their students, they are able to guide learning in the right direction, building on what students already know.

Here are two examples which show the application of Bloom's higher level thinking skills for younger students.

1. Floating and sinking for 6-7 year olds

Resources needed:

- a bucket of water for each group of 5-6 students
- objects made from different materials, e.g. plastic bottles; cans, bottle tops; coins; different fruits, paper, rubber balls, pencils, wood, cloth. Each group has at least 6 different objects
- a record sheet with headings: object; guess; 1st try; 2nd try

a) Students guess which objects will float and which will sink (prediction = synthesis of existing knowledge)
b) Students put each object in the water twice and record findings
c) Discuss findings. Ask questions:

- What do the things that float/sink have in common? (analysis)
- Why do some objects sink and some float? (analysis, synthesis and evaluation)
- Students have begun to discover that size and weight are not the only reasons. Later in learning they will build on this knowledge to understand the other factors more fully.

2. UK National Curriculum Attainment targets for 10-11 year olds in Science

The extracts describe some of what students in the UK should be able to do by the age of 11 in sciences:

- Students recognise that scientific ideas are based on evidence (application)
- Where appropriate, they make predictions (synthesis)
- They select information from sources provided for them (application and analysis)
- They begin to plot points to form simple graphs, and use these graphs to point out and interpret patterns in their data. (application and analysis)
- They begin to relate their conclusions to these patterns and to scientific knowledge and understanding. (synthesis)
- They suggest improvements in their work, giving reasons. (evaluation)

Unit 5. Planning

Writing learning objectives: Summary

Before we start to teach, we should think about what we are doing and why we are doing it. How can we make good learning objectives?

"By the end of the class…

- Each learning objective sets a time for the goal. If I want to get to Mandalay by next week, it is very different than if I need to get there by tomorrow morning. Likewise, the amount of time you have in your class will change your learning objective, or how much you are able to teach.

…students will be able to…"

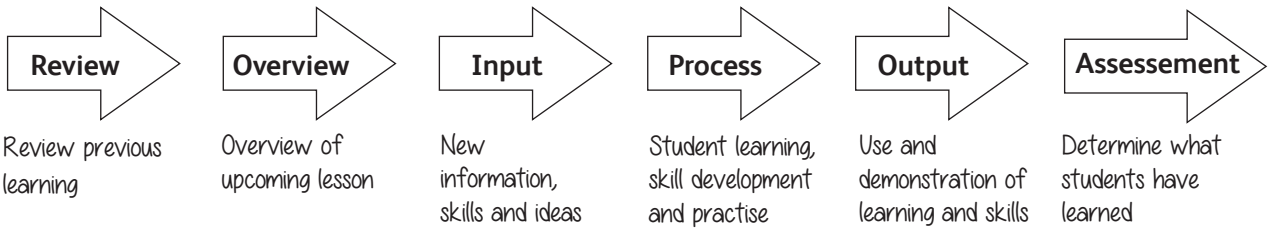
- The objective is focused on students doing something. As a result, all learning objectives should be observable. Observable means that we can easily see if the students are doing something or not. Good objectives talk about things we can see students doing.

...action verbs: describe, explain, write, demonstrate, etc.

- We use action words in our learning objectives because they are observable – we will be able to see and assess our students achieving the objective.
- Because the objective is focused on students doing something observable, all learning objectives include action verbs.
- Verbs to be avoided include: know and understand because they are not observable.

...realistic

- The objective also needs to be realistic and reasonable: How much learning is it reasonable to expect in the amount of time you have set.



Learning in the classroom

What do teachers and students do at the different stages of the lesson? This summary shows:
- different methods for different stages
- developing student skills through practice
- the teacher's role

1. INPUT: Ways of presenting new information:
a. Teacher presents or demonstrates. ***See Methods File A: Teacher Explanation***
b. Students read/look at/listen to/research some material
c. Teacher asks questions – students contribute what they already know – then the teacher builds on that.

2. PROCESS: Ways of practising, learning, remembering and using:
Student practice of new learning starts with controlled exercises. Later they can use the new learning in more free, independent ways. This can be individual, pairs, or groups.

a. high control: students do exercises with a single right answer (knowledge and understanding), e.g. wh- questions with one correct answer; multiple choice questions; gap-filling; calculations; reading data off a graph, etc.
Teacher role: walking round classroom checking progress and giving help; correcting and marking work.
b. medium control: students develop competence: pairs/groups (understanding, application, analysis), e.g. giving examples; producing own material/questions; discussion; testing each other; case studies; roleplay.
Teacher role: walk round classroom giving help; facilitate groups; manage classroom; formative assessment.

3. OUTPUT: Ways of using learning
c. low control/free: higher level tasks: students use new skills and knowledge more independently: (analysis, synthesis, creativity and evaluation), e.g. students write or speak in their own words or demonstrate their skills in practice – presentations; paragraphs; essay, speeches; using vocational skills.
Teacher role: feedback; formative assessment.

Standards: Teaching and learning

From Interagency Network on Emergency Education (INEE) Minimum Standards:

STANDARD	EVIDENCE
1: Curricula Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners	• Curricula, textbooks and supplementary materials are appropriate to the age, developmental level, language, culture, capacities and needs of learners. • Curricula, textbooks and supplementary materials cover the core competencies of basic education including literacy, numeracy, early learning, life skills, health and hygiene practices. • Curricula address the psychosocial well-being and protection needs of learners. • Learning content, materials and instruction are provided in the language(s) of the learners. • Curricula, textbooks and supplementary materials are gender-sensitive, recognise diversity, prevent discrimination and promote respect for all learners.
2: Training, Professional Development and Support Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.	• Training opportunities are available to male and female teachers and other educational personnel, according to needs. • Training is appropriate to the context and reflects learning objectives and content. • Training is recognised and approved by relevant education authorities. • Qualified trainers conduct training courses that complement in-service training, support, guidance, monitoring and classroom supervision. • Through training and ongoing support, teachers become effective facilitators in the learning environment, using participatory methods of teaching and teaching aids. • Training includes knowledge and skills for formal and non-formal curricula, including hazard awareness, disaster risk reduction and conflict prevention.
3: Instruction Instruction is learner-centred, participatory and inclusive.	• Teaching methods are appropriate to the age, developmental level, language, culture, capacities and needs of learners. • Teachers demonstrate an understanding of lesson content and teaching skills in their interaction with learners. • Instruction addresses the needs of all learners, including those with disabilities, by promoting inclusiveness and reducing barriers to learning. • Parents and community leaders understand and accept the learning content and teaching methods used.
4: Assessment of Learning Outcomes Appropriate methods are used to evaluate and validate learning outcomes.	• Continuous assessment and evaluation of learners' progress towards established objectives inform teaching methods. • Learner achievement is recognized and credits or course completion documents are provided accordingly. • Graduates of technical and vocational programmes are assessed to gauge the quality and relevance of the programmes against the changing environment • Assessment and evaluation methods are considered fair, reliable and non-threatening to learners. • Assessments are relevant to learners' future educational and economic needs.

How far are these standards met in your school (if you have one)?

Unit 7. Resources

Research learning materials in your subject and level.

- If you have internet access, try one or more of these websites.
- http://www.primaryresources.co.uk (resources for primary level only)
- http://www.bbc.co.uk/learning/ (for all ages)
- http://educasia.org/ (for adults only)

If you do not have internet access, check libraries and/or shops for books, DVDs or other materials. Make a list of two or three resources or ideas for learning activities that can work in your class.

Unit 8. Group work

This chart shows a summary of the benefits and limitations of different ways of grouping.

GROUP USE	ADVANTAGES	DISADVANTAGES
All groups do the same activity	• good preparation for class activity or discussion • students can compare answers • group answers mean no individual student gets wrong	• some students can let others do the work – teacher needs to monitor
Teach each other: Members focus on different parts of text or task, then explain to each other	• groups doing different parts of a topic are more efficient • allows for graded tasks • more topics are covered	• need good feedback to make sure ideas are shared
Groups with similar interests	• focus on common interests • share knowledge	• students may find it difficult to be creative
Mixed ability group	• stronger students can help weaker • strong learn better by explaining	• stronger students can feel frustrated • weaker ones can feel stupid
Same ability group	• differentiation • weaker students given easier tasks • stronger students given more challenging or additional tasks	• weaker students often need to have the skills and knowledge to pass an assessment

METHODS FILE

Strategies for teachers

A. Teacher explanation/presentation

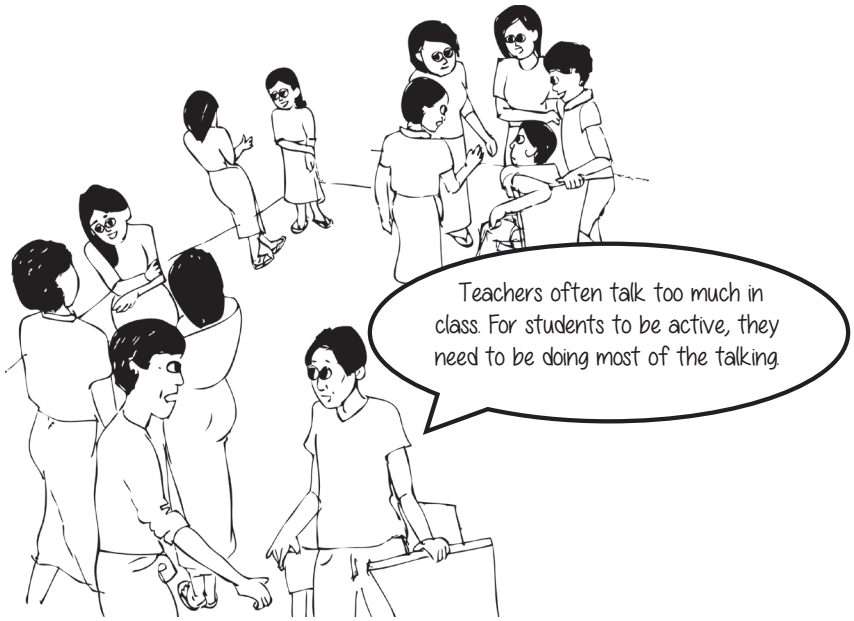
Advantages: Good for giving new information and explaining things
Disadvantages: Does not involve students actively

Good practice guidelines:

Involve students:
- Set a task at the beginning that students will do at the end of the presentation: this gives students a focus for their listening.
- Ask students what they already know: they could spend one minute writing down what they know, and then you can ask for examples. This gets them thinking about the topic.
- Link the topic to real life through examples and stories.

Content skills:
- Organise your talk: use lists or make clear connections between each point
- Explain: keep it simple; use examples
- Use visual support, e.g. use the board to organise or summarise your talk
- Keep it short – 10 minutes is usually plenty!

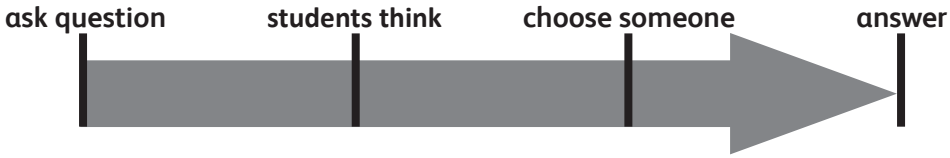
Communication skills:
- Make eye contact with the students: this shows that you are speaking to them
- Move around the classroom: this makes the talk more like a conversation
- Show your own interest and enthusiasm through your voice
- Talk clearly – not too fast; loudly enough.



B. Why ask questions?

Advantages: Good for making students think and make meaning
Disadvantages: If not done well, will not engage students. It needs practice

Questions
These are the four stages in using questions:



TECHNIQUE	HOW TO DO IT	BENEFIT
no hands rule	• Students do not raise hands. Teacher chooses from whole class.	• Encourages all students to focus on the questions as they might be chosen to answer.
wait time	• Teacher asks question then waits for 3 seconds before choosing someone to answer.	• Encourages all students to think about the answer.
write time	• Teacher gives students a minute to think about the question and write down their answers or ideas. • While students are writing, teacher walks around and checks. • Teacher chooses someone to answer.	• Everybody gives an answer so teacher knows who doesn't understand.
discussion time	• Students discuss the question in pairs or small groups. • Can be used after write time.	• Promotes engagement and interaction.
choosing a person	• After wait time, write time, or discussion time, teacher chooses someone to answer.	• Everybody has to concentrate – they might be chosen.
minimum length answer	• Ask a follow-up question to stronger students: • 'That's interesting. Can you say a bit more about that?'	• Develops speaking skills.
whole class answer	• With higher level questions, use follow-up questions to build a discussion, e.g. • 'Do you agree with that (wait time) Student A?' • 'Can you add anything (wait time) Group 2?' • 'What do you think (wait time) Student Z?'	• Builds a discussion. • Students make connections and build knowledge and understanding • Students and teacher together 'make meaning'.

When choosing someone, use 'write time' to notice if a weaker student has an answer. If so, you can choose them and give them the experience of success.

C. Open and closed questions

Closed questions

Closed questions are used to check knowledge and comprehension. They ask students to remember information they have been told. Yes/no questions (or true/false questions), one answer questions and multiple choice questions are examples of closed questions.

Examples of yes/no questions:
- Is a dolphin a fish?
- Do trees store carbon dioxide?
- Has the USA ratified the Kyoto Protocol?

Examples of one answer questions:
- Who is the President of the USA?
- Which are the three longest rivers in the world?
- When did Myanmar gain independence from Britain?
- Where is the next World Trade Conference being held?

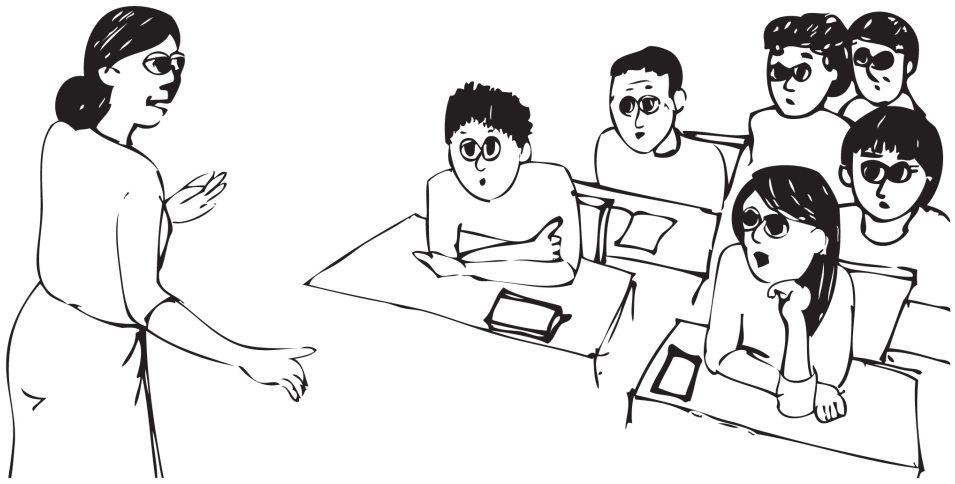
Examples of multiple-choice questions:
- Hser Wah has 8kg of pork. She sells 2.5 kgs to Zaw Win. How much does she have now?
  a. 5 kg b. 6 kg c. 5.5 kg d. 6.5 kg
- We can't watch a movie because the DVD player is _____ . broke/broken/break

Open questions

Open questions are used for application, analysis, synthesis, and evaluation. Open questions ask students to think about their answers.

Examples of open questions:
- What are the main problems with the Kyoto agreement?
- What would you do if you knew your friend was taking drugs?
- Why are glaciers melting?
- How can a country improve the health of its people?

Ask open questions to develop thinking and discussion in the classroom



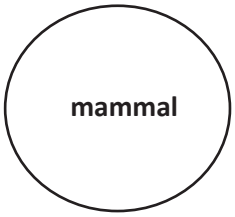
D. Charts and organisers

Advantages: Good for making students think, make meaning and show understanding
In group work, makes students discuss and find agreement
Good for visual learners, and for kinaesthetics when word cards are used

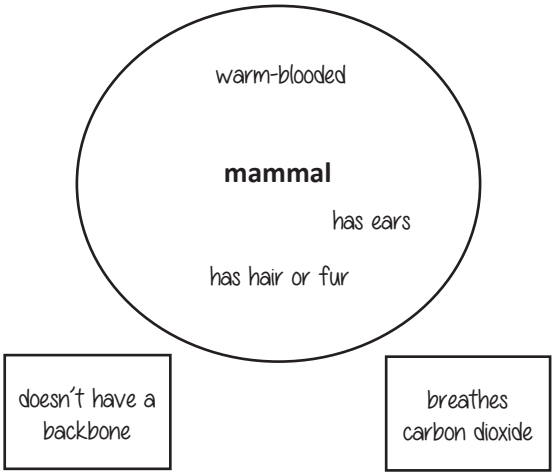
Categorising: What goes where?

1. Venn diagrams: What's in? What's out?
   Teaches boundaries, definitions, and concepts.
2. Charts: What kind of…?
   Teaches comparison, definitions, concepts.
   Can be controlled (teacher designs chart) or more free (students design chart).

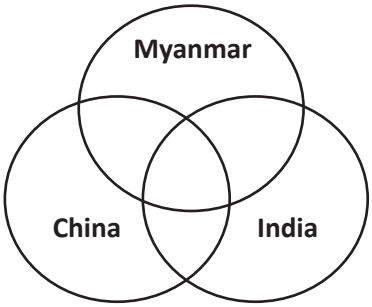
Example A: What is a mammal?



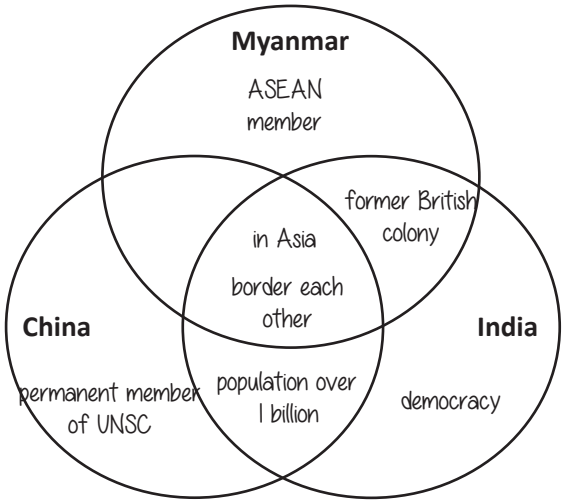
Make word-cards with things that are true and not true for mammals.
Students put only the things that are true for mammals inside the circle.



Example B: Similarities and differences



Students list words describing Myanmar, China and India. They put the words in the correct sections (e.g. In Asia goes in the innermost triangle – same for all three).



Example C: What is the best soap?

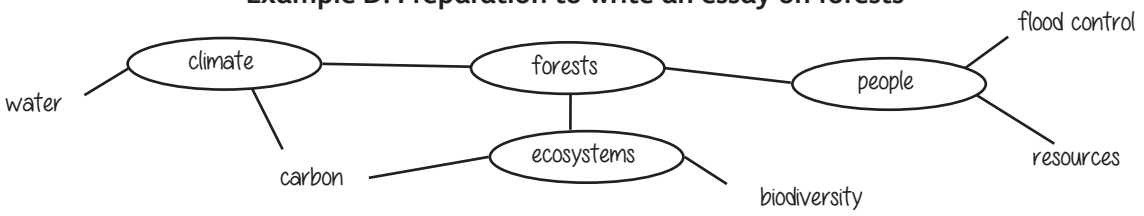
TYPE	COST	SIZE	HOW GOOD IS IT?
Cleano	5 baht	150g	Not very good - you need to scrub hard, and it makes your skin dry.
Sparkle	20 baht	150g	Good. Cleans quickly and effectively. No smell.
Beauty	60 baht	90g	Good. Very nice smell and beautiful pictures on the packet.

Students collect and use information in English language class to practise comparisons.

2. Mind-maps: Connections

Teaches groupings of different aspects of a topic. Use to organise thinking on a topic.

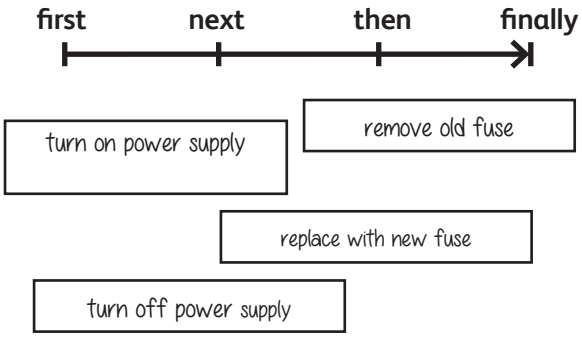
Example D: Preparation to write an essay on forests



Ordering and ranking

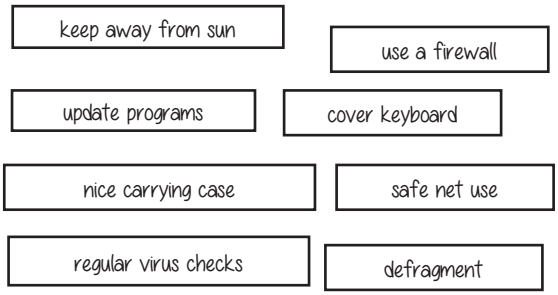
Teaches logical ordering by time, importance or other characteristics.

Example E: Changing a fuse



Students put these actions in order to complete the task.

Example F: Looking after your computer

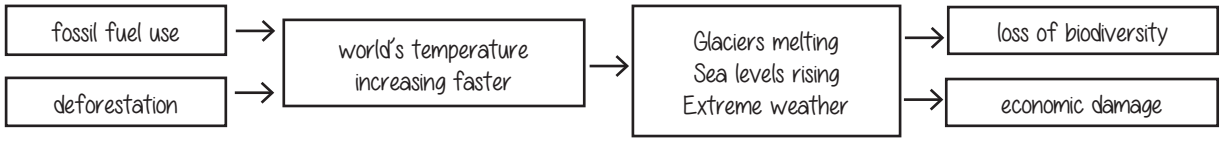


Students put the points in order of importance, with the most important at the top, and the least important at the bottom. There are no right or wrong answers, as this is about forming opinions and giving supporting arguments.

Process diagrams

Shows relationship between different parts of a process, e.g. cause and effect.

Example G: Causes and effects of global warming



E. Action methods in the classroom

Practices applying and practising learning, and showing understanding and connecting learning to real life. Particularly good for kinaesthetic learners.

Roleplay

Students represent different opinions or experiences, and act out the situation

- English language role plays, e.g. giving directions to a lost visitor.
- Social science case studies, e.g. a farmer, a businessperson, a foreign investor and an ecologist discuss a new hydro-electric power plan.

Case studies and problem solving

Give students case study problems to solve. Make the problems related to the topic they are learning, and real-life issues. The teacher can write case studies from their own experience or use newspaper, magazine or internet articles to give them ideas. Students can be given different information about the same situation to encourage discussion.

Drama
Students develop a short drama about an issue in personal and social learning, e.g. getting married at age 14; having an alcoholic family member; moving to a different country.

Games
- Games should have a learning purpose.
- Language learning games practise specific language in a fun way. See Activities for the Language Classroom from Educasia for ideas.

Writing questions
- Groups write questions and answers on a topic, and exchange them with another group .
- Make sure all students have to think of questions and make sure they know the answers to their own questions. They may need to research and check.

F. Projects

Develop study, research and thinking skills.
Projects are good for student engagement and motivation, but need planning and preparation.

Circuits/workstations
When resources are few, share them by having groups do different tasks at different times. This means that fewer people need the resources at the same time. To do this:
- set up exercises or activities at different points in the room. Plan activities that will take a similar amount of time (e.g. 15 minutes)
- split the class into groups and give each group a place to start
- groups have a set amount of time for each activity and then move on

For example: Your maths class has very few mathematical instruments. Have one group using the instruments, while other groups have maths work that does not need those instruments.

Field study
Field study means going outside the classroom to learn. It is an exploration to look for something specific or to find something out. A field study does not have to be a long way – it starts outside the door. Field studies are often used in subjects like geography, biology, and environment, but they can also be used for other subjects like maths (e.g. measuring, surveying, calculating floor area), languages (e.g. creative writing) or art (e.g. drawing buildings, plants or people).

Surveys
- Surveys gather information. The information can be facts (e.g. to find out how many teachers smoke) or opinions (e.g. To find out whether people think smoking should be banned).
- Designing surveys to find out the answers to questions is not always easy, so start with simple surveys to build student skills in analysis.

Creative projects
Student magazine, class book of short stories, recipes, community wisdom, case studies, etc.

G. Group work methods

Develop thinking skills. These are good for student engagement and motivation, but need careful planning and preparation.

Brainstorm
Students think of as many ideas or examples as possible. Brainstorming is usually done as a whole class, but it can be done in groups or individually. It is good for making lists, problem solving, finding out student's prior knowledge and getting all students involved.
1. Give the class the topic or problem.
2. Students call out their ideas, and the teacher or a student writes them on the board. All ideas are accepted.

If it is a problem-solving brainstorm, students can agree or vote on the best ideas to develop further. The solutions can be worked on in groups or as a whole class.

Pyramid
In this method, students work in pairs and then small groups on a discussion question. It is good for involving all students and building confidence.
1. Give students the question for discussion, with one minute to note their own thoughts.
2. Put students into pairs for 3-5 minutes, to compare answers and make a combined list.
3. Put two or three pairs together to make a small group. This group discusses and makes a combined agreed list of ideas. This list belongs to the whole group.
4. Have a whole-class discussion, asking for the ideas from different groups. Note the main points on the board.

Teach each other
In this method, students work on different parts of the same question or activity, and then teach each other what they have learned. It is good for student engagement, motivation and differentiation.
1. Students work in groups. Give each group a task linked to the topic and learning objective. These tasks can be at different levels of difficulty if you have a mixed level class.
2. Groups do the task or discussion.
3. Groups report back to the class as a mini-lesson.

Use the reporting back to develop student explaining skills: see ***Methods File A: Teacher Explanation***.

When assessing individual contribution to group work, ask group members for their assessment of themselves and each other.

Use this page for your notes.

Teaching Skills

Trainee's Book

Teaching Skills is designed as a textbook for a course in training teachers-to-be, but can also serve as a useful guide for current teachers who would like to improve some of their skills.

It combines basic teaching and learning theory with practical methods for creating effective lessons with emphasis on techniques that work in low-resource settings such as Myanmar.

The taught skills are applicable to teaching most subjects and student age-groups.

Thabyay Education Foundation
inspire · empower · enable

Website: www.thabyay.org
Email: educasia@thabyay.org
info@curriculumproject.org

creative commons

Educasia and The Curriculum Project deliver key programs of Thabyay Education Foundation

Design and layout: Katherine Gibney